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ABSTRACT

The worksheets contained in this bulletin are designed for use in conjunction with the teaching strategies for Theme IV entitled, "Developing Democratic and Nationalist Movements Have Had an Effect Around the World." The worksheets correspond to specific strategies with accompanying questions on the appropriate strategy page. Included are suggested student activities for the four subthemes: (1) The Roots of British Democracy; (2) The Concept of Natural Law Was Manifested in the Enlightenment; (3) The French Revolution Was Influenced by External as well as Internal Forces and Had an Impact throughout the World; and (4) The Impact of Nationalism Has Been Profound and Global in Nature. In order to sensitize students to the existence of a shared cultural legacy, the Global Cultural Bank activity is included. This may be used as the culmination exercise for each subtheme. (KWL)

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Student Worksheets

GLOBAL HISTORY

A Curriculum Guide

Second Semester Theme IV

Experimental Edition — March 198

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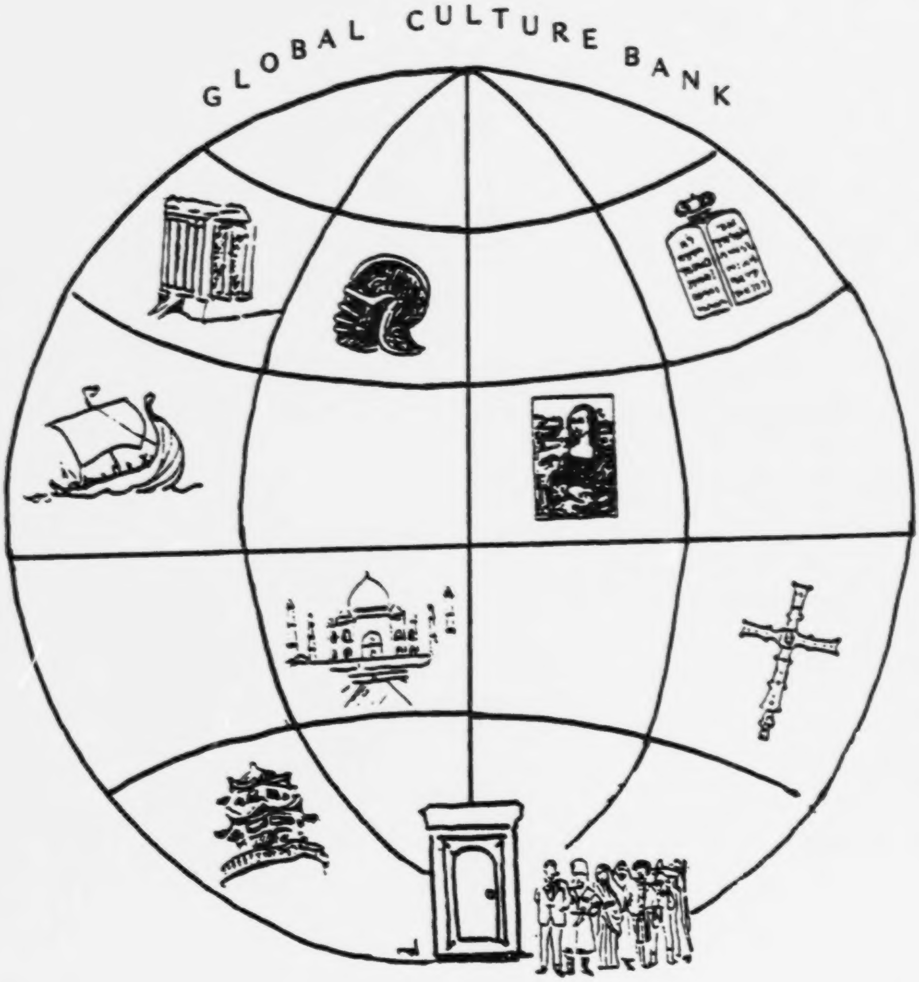
NOTE TO THE TEACHER:

These worksheets are intended for use in conjunction with the teaching strategies included in Global History: Second Semester, Theme IV. To facilitate the use of these materials, each worksheet has been coded to correspond to a specific strategy; the questions which accompany each worksheet are included on the appropriate strategy page.

The Global Culture Bank

A major objective of the Global History Course is to demonstrate to students the cultural impact of one civilization on another. Students should understand that many elements which make up the "American way of life" have in fact been borrowed from other cultures. Throughout history, the peoples who have inhabited the earth have participated in the process of contributing to and borrowing from a common cultural depository -- a Global Culture Bank.

In order to sensitize students to the existence of this shared cultural legacy, we have included the Global Culture Bank activity which may be used as the culminating exercise for each subtheme. Directions for using the Culture Bank appear above columns 1-5 of the page that follows.



Account Name	Rating & Reason	Cultural Deposits	Cultural Borrowing	Balance
(The major topics you will be studying this term in Global History are listed below. In spaces provided in this column list the most important events or people discussed in the sub-theme.)	In the spaces below give the event or person listed in column (1) one of the following ratings: **(1)** important in one area of the world and time **(2)** important in two areas **(3)** important in two areas or more areas over several time periods **(4)** important through history for many areas to the present **(5)** important for the whole world to the present day	In the spaces below list those things which you believe the civilization or period of time discussed in this sub-theme, have contributed to the Culture Bank	In the spaces below list those things which you believe the civilization or period of time discussed in this sub-theme have borrowed from other cultures.	In this space students should write a paragraph answering the question: "Have there been contributions to the progress of humanity made by this civilization or during this period of time?" (You may include new inventions, technological improvements, expansion of human rights, new discoveries to improve the quality of life, advances in learning and any other categories agreed upon by the class.)
A. British Democracy				
B. Enlightenment				
C. French Revolution				
D. Nationalism				

King John versus Nobles

It is the year 1215 and you are King John of England.

The nobles have gathered with horses and arms in the city of Stamford. With them is a well-equipped army with over two thousand knights and soldiers. They will attack your fortress unless you sign the following document immediately. (The numbers refer to specific provisions in the Magna Carta.)

MAGNA CARTA

I, John, King of England, grant to all free men the liberties below:

21. Earls and barons shall be fined only by their peers, and only in proportion to their offence....

38. No bailiff for the future shall place anyone (on trial) without credible witnesses brought for this purpose....

39. No free man shall be taken or imprisoned or dispossessed, or outlawed, or banished, or in any way destroyed... except by the legal judgment of his peers or by the law of the land....

40. To no one will we sell, to no one will we deny or delay right or justice....

52. If any one shall have been removed by us without legal judgment of his peers, from his lands, castles, franchises, or his right, we will restore them to him immediately....

55. All fines which have been imposed unjustly and against the law of the land, and all penalties imposed unjustly and against the law of the land, are altogether excused....

61. ...for the improvement of our kingdom, and for the better quieting of the hostility between us and our barons,...we agree that they shall elect twenty-five barons of the kingdom, with all their power cause them to be observed, the peace and liberties which we have conceded to them....

63. ...It has been sworn, moreover, as well on our part as on the part of the barons, that all these things spoken of shall be observed in good faith and without any evil intent....

Signed ______________________________________

Adapted from Richard L. Perry, ed., *Sources of Our Liberties* (Chicago: American Bar Foundation, 1959), pp. 11-22.

- In the items below, select the appropriate choice and underline the sentence in the reading which gives you the correct answer.

  - Which of the following did the nobles (earls and barons) want from King John?
    a) Funds for a well equipped army.
    b) Certain liberties and laws.
    c) Greater voice in church affairs.
    d) Greater supply of horses and arms.

  - Item 39 of the Magna Carta enabled the nobles to have:
    a) trial by jury.
    b) fines equal to the offense.
    c) restoration of lost lands.
    d) return of unjustly imposed fines.

  - Item 61 states, "we agree that they shall elect twenty-five barons of the kingdom...." This was the first evidence of a (an):
    a) absolute monarchy.
    b) parliament.
    c) House of Lords.
    d) House of Commons.

  - From this reading selection we may conclude that the Magna Carta was a step in the growth of:
    a) absolute rule.
    b) divine right of kings.
    c) democracy.
    d) dictatorship.

- Complete either one of the following writing activities:

  1. You are a noble who took part in the signing of the Magna Carta (1215). "60 Minutes" has asked to interview you on the following topic: "How has the Magna Carta advanced democracy in England?" Using the information on this worksheet , prepare an answer to this question.

  2. You are the wife of a noble who signed the Magna Carta and you are keeping a diary. Using the information on this worksheet, write a diary entry expressing your feelings about the signing of the Magna Carta.

King John's Decision

Faced with the threat of attack by some of England's most powerful groups, King John had to decide how he would respond to this threat. Assume that you were one of King John's advisers and fill out the chart below.

Directions:

In Column 1, list all the possible actions King John could have taken in response to the nobles' threats.

In Column 2, indicate the probable results of King John taking that action.

In Column 3, indicate whether or not you would recommend this course of action to King John.

(1) POSSIBLE ACTIONS	(2) EXPECTED RESULTS	(3) RECOMMENDATION

Memo from King John

TO: Barons at Runnymeade

FROM: King John of England

SUBJECT: Magna Carta

The Case of Harry Johnson

Harry Johnson was quite upset when he read the morning newspaper. The headlines said that anybody who had recently moved to New York City would have to register with the local police precinct. Having recently moved to New York from South Carolina, he was staying with his aunt and was looking for a job.

Harry soon found out that he was not alone in his anger. When he met some of the other boys in front of his building, voices were soon raised in anger. While the crowd of teenagers was deciding what to do, a police car stopped next to the curb and two officers got out. After listening to the complaints for a few moments, the officers ordered the crowd to disperse and they proceeded to arrest Harry.

After driving clear across the big city, the car pulled up at the Central Headquarters and the desk sergeant listened to the policeman's report of the incident. When Harry asked if he could call his mother or his lawyer, he was told that he had caused enough trouble already, and he was thrown into a cell without being able to make the call.

After cooling his heels in the jail cell all night, he was taken before the desk sergeant again the next morning. The arresting officer wasn't there but the sergeant asked if he had learned a lesson. Harry once more demanded to know why he had been arrested but the sergeant only replied that he was found guilty and he would have to pay a fine of $5 to obtain his release. Seeing that he was getting nowhere and obviously not wanting to spend another night in jail, he paid the $5 to the policeman and walked home.

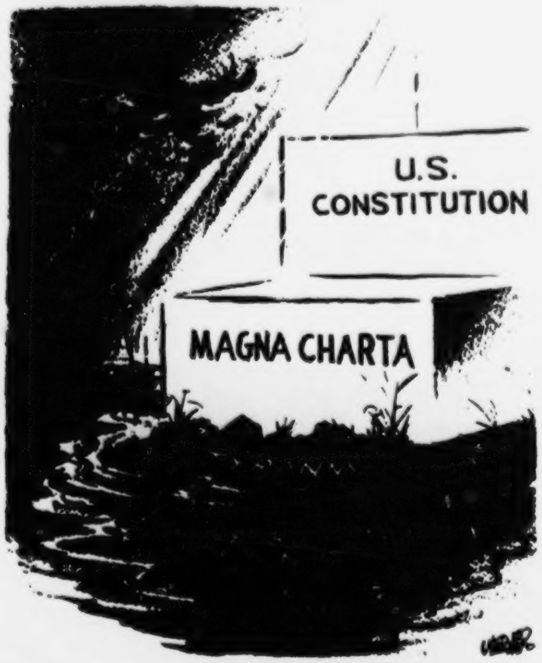
On the way home, Harry strolled through Central Park and came upon a large crowd that surrounded a man who was standing on a soap box. The speaker was complaining about the very same thing that had made Harry so upset. Just as Harry was edging closer to the speaker, someone blew a whistle and sirens seemed to fill the air. Policemen charged through the crowd and seized the speaker and a few of the men standing near the platform. Unfortunately, Harry was among them. As the police wagon took the prisoners downtown, he noticed the signs on the wall indicating that the truck being used was from the New Jersey Police Department and the arresting officers were wearing New Jersey uniforms.

He soon found himself in front of the same desk sergeant and was told that he, like the arrested speaker, was accused of insulting the President of the United States. Furthermore, the sergeant said that Harry didn't have a permit from the Police Department to assemble a group in the park.

Harry spent another night in jail and went home after paying another $5 to the desk sergeant in the morning.

From Bureau of Curriculum Development, *World Studies: Grade 10* (New York: Board of Education, 1968), pp. 96, 98.

Two Giant Steps for Mankind



From Allan O. Kownslar and Terry L. Smart, *American Government* (New York: McGraw Hill Book Co., 1980), p. 33. Used with permission of McGraw-Hill.

1. In light of the cartoon, what do you think is the meaning of "Divine Rights of Kings" and "Tyranny"?

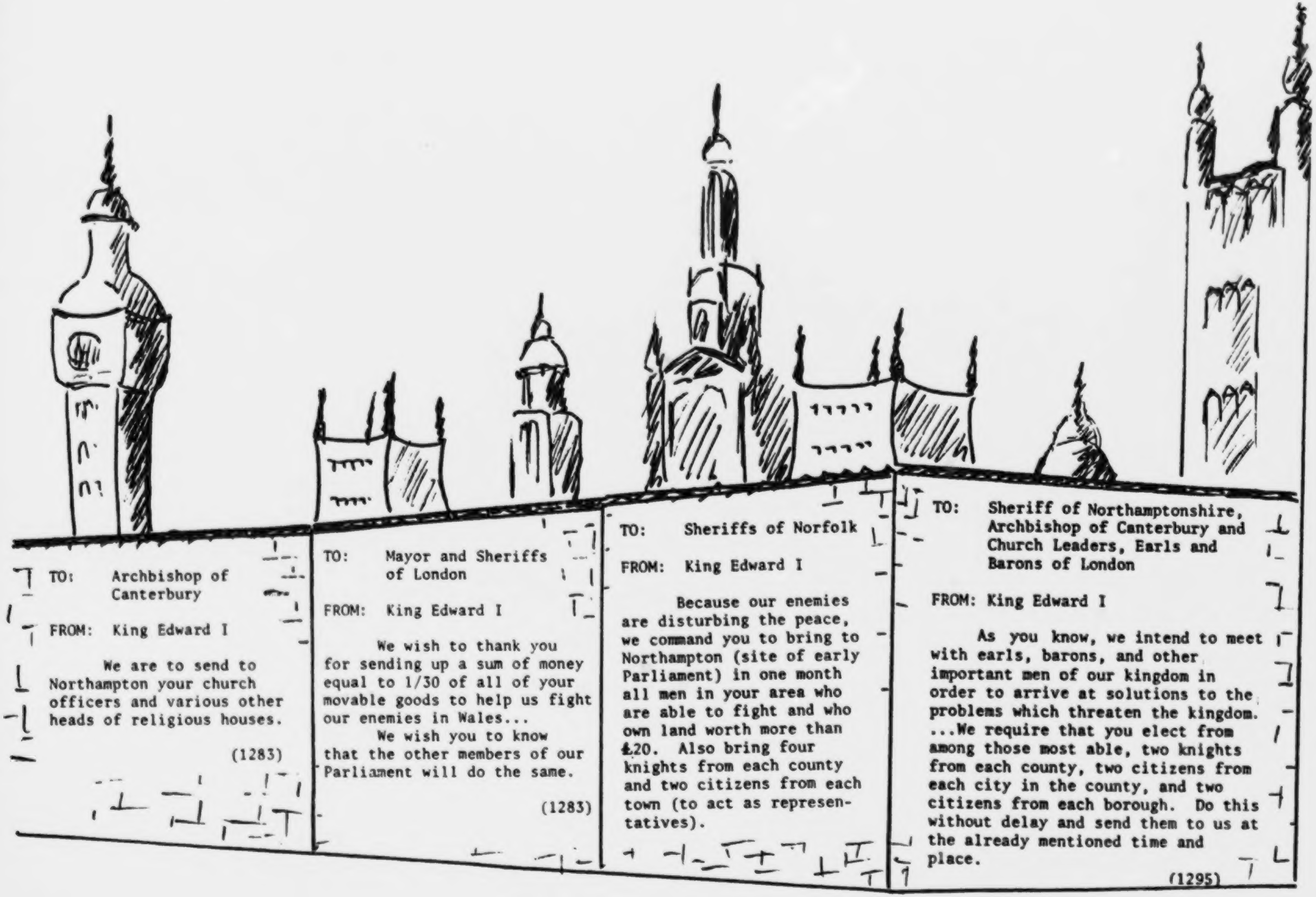
2. Why is the Magna Carta on the first step?

3. The Magna Carta is an English document; the Constitution, an American one. Is there any relationship between the two? If so, how are they related?

4. Explain why the cartoon's title is "Two giant steps for mankind." Is this a good title? Why or why not? Can you suggest another one?

5. If you were to add a third step to the cartoon, what would it be? Why? Do we need a third step in the United States today?

Building Blocks to Parliament



TO: Archbishop of Canterbury

FROM: King Edward I

We are to send to Northampton your church officers and various other heads of religious houses.

(1283)

TO: Mayor and Sheriffs of London

FROM: King Edward I

We wish to thank you for sending up a sum of money equal to 1/30 of all of your movable goods to help us fight our enemies in Wales...

We wish you to know that the other members of our Parliament will do the same.

(1283)

TO: Sheriffs of Norfolk

FROM: King Edward I

Because our enemies are disturbing the peace, we command you to bring to Northampton (site of early Parliament) in one month all men in your area who are able to fight and who own land worth more than £20. Also bring four knights from each county and two citizens from each town (to act as representatives).

TO: Sheriff of Northamptonshire, Archbishop of Canterbury and Church Leaders, Earls and Barons of London

FROM: King Edward I

As you know, we intend to meet with earls, barons, and other important men of our kingdom in order to arrive at solutions to the problems which threaten the kingdom. ...We require that you elect from among those most able, two knights from each county, two citizens from each city in the county, and two citizens from each borough. Do this without delay and send them to us at the already mentioned time and place.

(1295)

From Carl Stephenson and Fredrick George Marcham, eds., *Sources of English Constitutional History* (New York: Harper and Row Brothers, 1937).

A Leader Addresses His People

You are watching your favorite television program when the announcer breaks in and says, "We are now going to the White House for a message by the new President."

"Ladies and gentlemen, the President of the United States...."

(This is what you hear...)

"The President is the most important person on earth; for presidents are not only God's lieutenants upon earth, and sit upon God's throne, but even by God himself they are called gods.... As it is a sin to dispute what God can do, so it is of the highest disrespect to dispute what a President can do, or to say that a President cannot do this or that .... The President must be obeyed and not questioned."

INSTRUCTIONS:

Each line contains one word or phrase which would fit one of the blanks in the paragraph which follows. For the first blank, choose from line one; for the second blank, line 2, etc.

---

1. President of the United States; King of England; Czar of Russia
2. divine right; democracy; enlightenment
3. to be debated; to be obeyed and not inquired into; to compromise with
4. Parliament; God; Congress
5. seek help from God; obey without question; become a lieutenant of God
6. Great Britain; United States; Russia

The person delivering this message is actually the ____________________

____.

He is expressing the theory of ____________________________________

____________________. Based on this theory, the role of the

country's ruler is ____

____

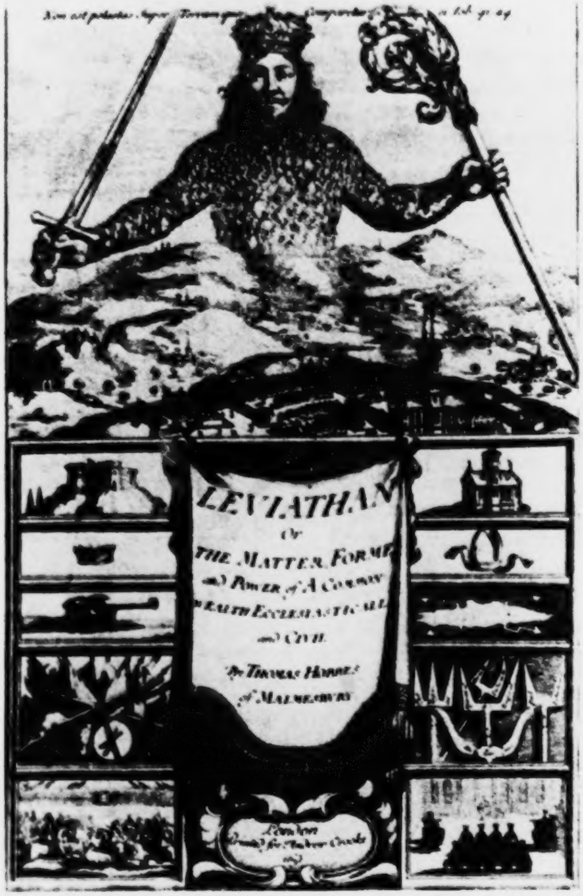
____________________. ____________________ has given the ruler his power. The role of the people under this system would be to ____

______________________. ______________________ is the country where this philosophy actually became accepted. ____________ ______________ is the country where this philosophy actually took place.

Writing exercise: Complete this sentence. Include two facts.
The main idea expressed in this article is ____________________

Adapted from Goldwin Smith, *A History of England*, 4th Edition, pp. 285-286. Copyright 1949, 1957, 1966, 1974 by Charles Scribner's Sons. (New York: Charles Scribner's Sons, 1974) Reprinted with permission of Charles Scribner's Sons.

Cover of Leviathan


LEVIATHAN
Or
THE MATTER, FORME and POWER of A COMMON WEALTH ECCLESIASTICALL and CIVIL
By THOMAS HOBBES of MALMESBURY

Reprinted with permission of New York Public Library.

Study the picture above and answer the following questions.

1. Who is the person in the cartoon? ______________________________

2. What does the sword represent? ______________________________

3. What does the staff represent? ______________________________

4. Who are the people who make up the body of the person in the cartoon?

____

PREFACE
(50 words)

____

____

____

____

____

The Petition of Right (1628)

By authority of Parliament, it is declared that no person should be forced to make any loans to the King against his will...yet, nevertheless, Your people have been required to lend certain sums of money unto Your Majesty, and many of them, upon their refusal so to do...have been imprisoned, confined, and in other ways molested and harassed....

And...by the statute called the Great Charter of the Liberties of England (Magna Carta), it is declared that no freeman may be taken or imprisoned, or be deprived of his liberties, or be outlawed or exiled or in any manner destroyed, but by the lawful judgment of his peers or by the law of the land; nevertheless...Your subjects have of late been imprisoned without any cause showed...without being charged with anything to which they might make answer according to law.

And whereas of late, great companies of soldiers have been sent into various countries, and the inhabitants against their wills have been forced to house them...and many of Your subjects have been put to death under the authority of martial (military) law...wholly and directly contrary to the laws and statutes of this Your realm.

They do therefore humbly pray Your Most Excellent Majesty that no man hereafter be compelled (forced) to make or yield any gift, loan, benevolence, tax, or like charge without common consent by act of parliament...and that no freeman in any such manner as is before mentioned, be imprisoned or detained (kept), and that Your Majesty would be pleased to remove the soldiers....

All of which they most humbly pray of Your Most Excellent Majesty as their rights and liberties according to the laws and statutes of the realm....

Adapted from Carl Stephenson and Fredrick George Marcham, eds., *Sources of English Constitutional History* (New York: Harper and Row Brothers, 1937), pp. 450-452.

Petition of Right: Today

Some people today are dissatisfied with the performance of government in this country. Why? Do you think these grievances are similar to those of the Englishmen who drew up the Petition of Right more than 350 years ago?

Let us compare our complaints with theirs to see how far government has come in meeting the needs of the people over the past three and one half centuries.

In the left hand column below, list the grievances stated in the Petition of Right in 1628. Can any of these grievances be justly included in a petition to the President that you might compose today?

If so, rewrite that complaint in the right hand column below. Add any other grievances which you would like to see remedied that are not mentioned in the 1628 document.

Petition of Right 1628	New Petition of Right (1980s)

- Compare the two petitions. What similarities do you see? What differences do you see? How can you explain the differences in terms of the changing view of the proper function of government over the last 350 years?

The Trial of King Charles I

Narrator: January 20, 1649

President of the House of Commons: Clerk, read the charge against the prisoner.

Clerk: Charles Stuart, King of England, you are charged as guilty of all the blood that has been shed. You are guilty of having taken up arms against Parliament . . .

King: (smiling as the charge is read) By what lawful authority have I been brought here?

President: In the name of the Commons of England.

King: I see no lords here that would make a Parliament. I am not convinced that you are a lawful authority.

(The king is asked several times to answer the charge, but refuses to do so. The President dismisses the court).

Narrator: January 22, 1649

President: Sir, I again ask you to answer the charge made against you by the Commons of England.

King: A king cannot be tried by any superior court on earth. It is not my case alone that I stand for, but the freedom of all the people of England. Power without law cannot make or change the law. If it does, no subject can be safe for his life or for anything that he calls his own. (The King is removed from the court).

Narrator: January 23, 1649

Solicitor General (the government's lawyer): The prisoner does not answer the charges against him. Instead, he still disputes the authority of the court. According to law, if the prisoner does not plead guilty or not guilty, speedy judgement shall be pronounced against him.

President: Sir, in plain terms, you are to give your true and final answer. Are you guilty or not guilty of these treasons that you are charged with?

King: (after a brief pause) When I was here yesterday, I tried to speak for the liberties of the people of England. I was interrupted. I want to know whether I may speak freely or not.

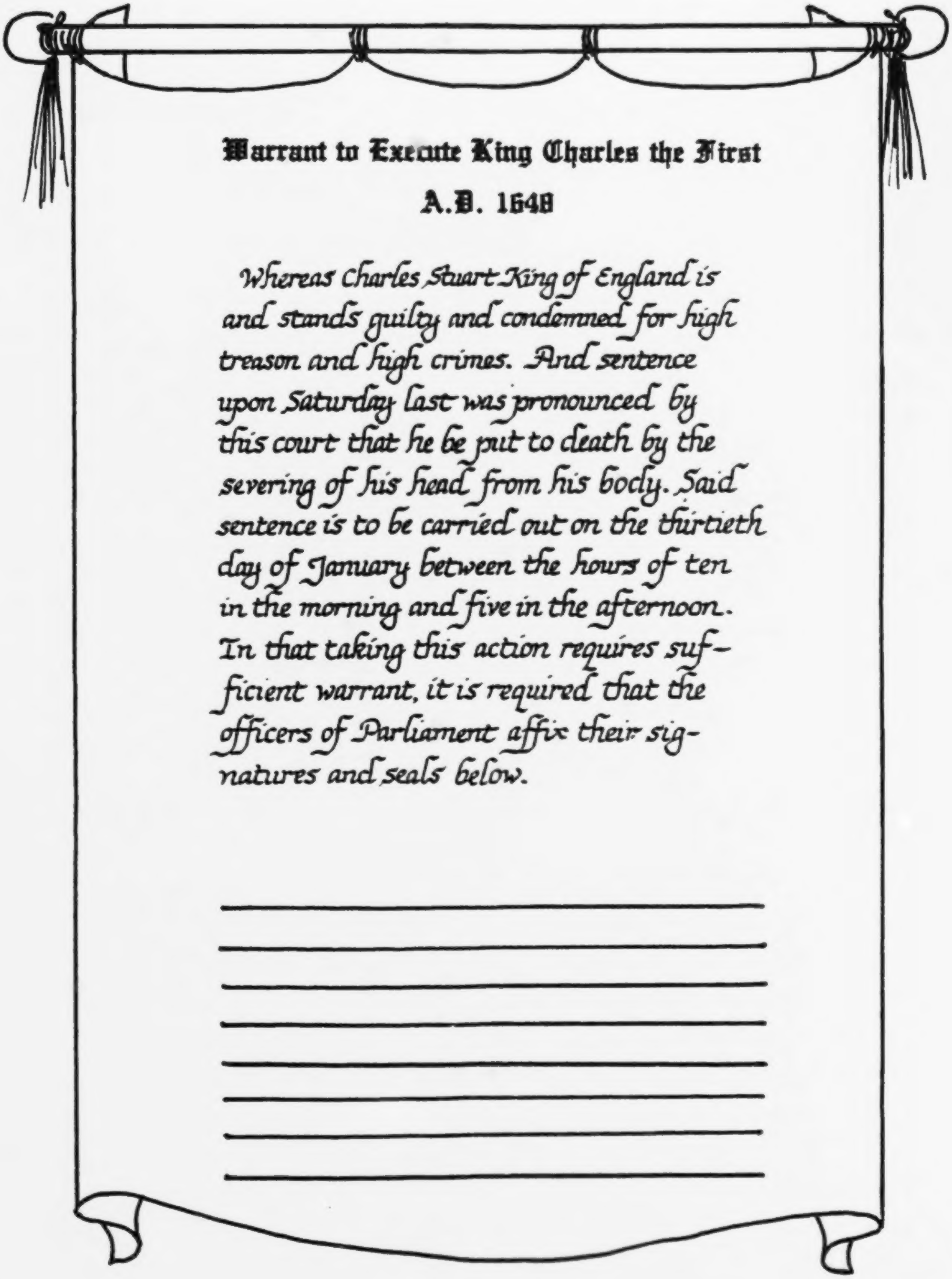
President: Sir, you have had the answer of this court. Answer your charge.

King: For the charge, I value it not a straw. It is the liberty of the people of England that I stand for. I cannot acknowledge a new court that I never heard of before. I am your King. I should be an example to all the people of England to uphold justice and to keep the laws, Therefore, until I know that this court is not against the basic laws of the kingdom, I can give no answer.

President: This is the third time you have denied the court. However, your actions have shown how well you have kept the liberties of our people. Truly, sir men's intentions ought to be known by their actions. You have written your meaning in blood throughout the Kingdom!

From Sidney Schwartz and John R. O'Connor, *Democracy and Nationalism* (New York: Globe Book Company, 1976), pp. 5-7.

Warrant to Execute King Charles the First



Warrant to Execute King Charles the First

A.D. 1648

Whereas Charles Stuart King of England is and stands guilty and condemned for high treason and high crimes. And sentence upon Saturday last was pronounced by this court that he be put to death by the severing of his head from his body. Said sentence is to be carried out on the thirtieth day of January between the hours of ten in the morning and five in the afternoon. In that taking this action requires sufficient warrant, it is required that the officers of Parliament affix their signatures and seals below.

Verdict — Charles I

VERDICT — CHARLES I

For many years we have suffered under the rule of Charles I. Just as other people must, so must a king make account to his people and to the law. In such a case it is altogether fitting and proper for a people to imprison and dispose of their king.

Therefore, the jury finds Charles Stuart a tyrant, traitor, murderer, and public enemy. Guilty of all crimes as charged, he is to be put to death by the severing of his head from his body.

Parliament Chooses a New Government

The year is 1653, and you are Speaker of the House of Commons. Now that the king is dead, you must decide on the form of government England will adopt. Remember that there are many Englishmen enraged over the execution of Charles I. As the Speaker, you must establish a government that will restore order to your war-torn nation.

Here are some possible alternatives you might consider. There may be other choices which members of Parliament (the class) can suggest.

1) Ask Charles' son to become king.
2) Select a king from another dynasty or family.
3) Abolish the monarchy and establish a republic in which all people have equal rights.
4) Select a man to rule as dictator. He will owe his selection to, and share his power with Parliament.

Consider these and any other alternatives, then select the best alternative and defend your choice by writing a speech to be delivered to the people of England.

Global Times

1653 - 1658

CROMWELL DECLARES END TO MONARCHY

- England Becomes Protectorate
- Cromwell Refuses Title of King
- Will Rule England As Lord Protector With Dictator's Powers

Instrument of Government (1653)

1. Supreme authority...of England..shall reside in one person (the Lord Protector), and Parliament.
2. The exercise of Chief (Judge) and administration of government shall be in the Lord Protector.
3. The Lord Protector and Parliament shall control the armed forces and order them to keep the peace.
4. The Lord Protector... shall direct all foreign affairs, and have the power of war and peace.
5. All bills agreed to by Parliament must receive the consent of the Lord Protector before becoming law.
6. Oliver Cromwell is hereby declared Lord Protector for life.

CROMWELL ABOLISHES PARLIAMENT

- Supporters of Former King Taxed Additional Ten Percent

LORD PROTECTOR STATES PURITAN LAW WILL GOVERN ENGLAND

- Cromwell Decrees the Following Illegal:
  - Sports and Games
  - Dancing
  - Gambling
  - Theater-going
  - Light Colored Clothing

ARMY WILL ENFORCE PURITAN LAW

Cromwell Demands Restrictions Be Obeyed

- Warning Issued to Catholics
- All Other Christians Given Religious Freedom

SECRET POLL SHOWS MOST IN ENGLAND WANT CROMWELL OUT DESIRE NEW KING

CHARLES II RECEIVES WELCOME MAT AS MONARCHY RETURNS TO BRITAIN

From Carl Stephenson and Frederick George Marcham, eds., *Sources of English Constitutional Law* (New York: Harper and Row Brothers, 1937), p. 521.

Puritan Seal

Assume you are a historian engaged in the study of the Puritan Revolution of 1649. During the course of your investigation you find the seal below.

Reprinted with permission of the Radio Times Hulton Picture Library.

Cromwell Dissolves Parliament

Passages A, B, and C come from one reading describing Cromwell as a leader. The passages, however, are not in the correct order. Determine the correct order of the scrambled parts below and number the parts 1, 2, and 3.

(A) ______

Cromwell said that the Lord had chosen other instruments for the carrying on of his work that were more worthy than Parliament. Sir Peter Wentworth said that this was the first time that ever he had heard such unbecoming language given to the Parliament. Cromwell stepped into the midst of the House, where he said, "Come, come, I will put an end to your foolish talking;" then walking up and down the House like a mad-man, and kicking the ground with his feet, he cried out, "You are no Parliament, I say you are no Parliament; I will put an end to your sitting; call them in, call them in:" whereupon a sergeant opened the doors, and two files of musketeers entered the House.

(B) ______

Calling to Major-General Harrison to come to him, Cromwell said he thought that now was the right time to dissolve Parliament. The Major-General answered, "Sir, the work is very dangerous, therefore think it over before you do it." "You say well," replied Cromwell, and he sat still for about a quarter of an hour; and then he said again to Major-General Harrison, "This is the time I must do it;" and suddenly standing up, made a speech, wherein he criticized Parliament strongly, charging they had not done anything for the public good, supported the interests of the Clergy and the lawyers, who were the supporters of dictatorship, accusing them of an intention to keep themselves in power forever.

(C) ______

Sir Henry Vane said aloud, "This is not honest, it is against morality and common honesty." Then Cromwell cried out with a loud voice, "O Sir Henry Vane, Sir Henry Vane, the Lord deliver me from Sir Henry Vane." Then looking upon one of the members he said, "There sits a drunkard," and then said similar things about the others. Major-General Harrison went to the Speaker as he sat in the chair, and told him that, seeing things were dangerous, it would be best for him to leave. The Speaker answered that he would not come down unless he were forced. "Sir," said Harrison, "I will give you my hand;" and thereupon putting his hand within his, the Speaker came down. Then Cromwell said to the members of the House..."It's you that have forced me to this, for I have prayed to the Lord night and day, that he would rather kill me than make me do this."

Elizabeth Kendall: *Source-Book of English History* (New York: Macmillan, 1900).

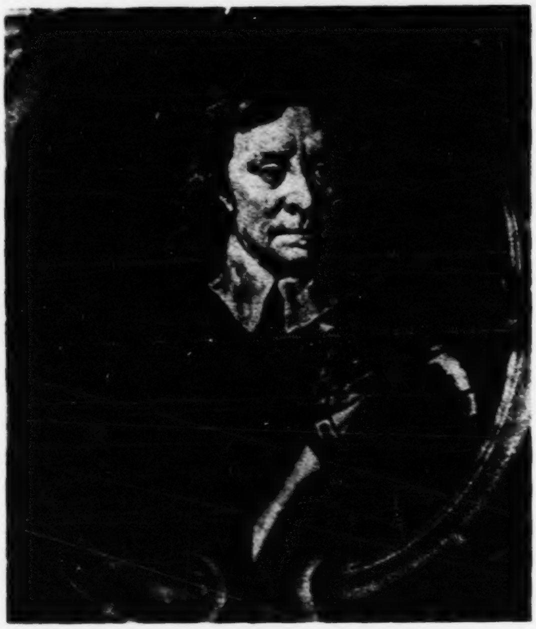
In spaces 1 and 2 below, describe Cromwell based on the reading. In spaces 3 and 4, present one fact from the story that supports your description of Cromwell.

1. Description of Cromwell

2. Description of Cromwell

3. Fact from story supporting description

4. Fact from story supporting description



Oliver Cromwell

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John Locke and Thomas Jefferson

*John Locke - Two Treatises on Government (1690)

Men enter into society to protect their property; they choose a government to make laws and set rules for this reason. Whenever the government tries to take away their property or their freedom, the government has really declared war on the people. Since the government is no longer protecting people, the people no longer have to obey the government's laws. Moreover, the people have the right to establish a new government which they think will assure their rights.

Those who say that my beliefs will lead people to revolt whenever they are the slightest bit unhappy are wrong. People will suffer a great deal before they will begin to complain. After such suffering, people are right in trying to put the laws in the hands of a government which will protect their rights.

Thomas Jefferson - Declaration of Independence (1776)

All people should realize these facts for themselves: that all men are created equal; their Creator has given them certain rights which cannot be taken away; among these are life, liberty, and the pursuit of happiness. Governments are formed by men to protect these rights. Whenever a government attempts to take away rather than protect these rights, the people have the right to abolish or change that government. Wisdom tells us that long established governments should not be changed for minor reasons. In fact, it is better to accept minor evils rather than set up a new government. However, when people have been made to suffer over long periods of time, and have had their rights taken away, it is not only their right but their duty to throw off such government and to provide new guards for their future safety.

. Select the letter that best answers the question or completes the statement.

- The idea expressed in Locke's Treatise would be:
  a) natural rights
  b) representative government
  c) separation of government
  d) popular sovereignty
- Both Locke and Jefferson would justify revolution in the following situation: (choose one below)
  a) Government is taking away the rights of the individual.
  b) Government is guilty of treason.
  c) The property of men is not being protected.
  d) The concept of divine right is being violated.

Adapted from Daniel D. McGarry and Clarence L. Hohl, Jr., eds., *Sources of Western Civilization*, Vol. II (Boston, Mass.: Houghton Mifflin Company, 1963), pp. 126-129.

- One might conclude from the Declaration of Independence that Jefferson views the ties between the government and the people as a (an):
  a) essay
  b) petition
  c) contract
  d) nonbinding agreement

Locke and Jefferson had similar ideas.

In the chart below are excerpts from the two documents you just read. In the blank space next to each excerpt, write a corresponding statement from the other document.

LOCKE	JEFFERSON
"Men enter into society to protect their property; they choose a government to make laws and set rules for this reason...."	
	"Whenever a government attempts to take away rather than protect these rights, the people have the right to abolish or change that government...."
"Those who say that my beliefs will lead people to revolt whenever they are the slightest bit unhappy are wrong. People will suffer a great deal before they will begin to complain...."	
	"...it is not only their right but their duty to throw off such government and to provide new guards for their future safety...."

Bill of Rights: England versus United States

Bill of Rights
England, 1689

"The pretended power of suspending (ending) of laws...by (the king's) authority without consent of Parliament is illegal....It is the right of the subjects to petition (ask something of) the king....The levying (raising) of money for...the use of the crown (king)...without grant (consent) of Parliament...is illegal. The raising and keeping of a standing army within the kingdom in time of peace unless it be with the consent of Parliament is against the law. The speech and debates...in Parliament ought not to be...questioned in any court or place out of Parliament ....Excessive (too much) bail ought not to be required (asked), nor excessive (very high) fines imposed (asked), nor cruel or unusual punishments inflicted (caused)."

Bill of Rights
United States, 1791
(Amendments 1-10 of the Constitution)

"Congress shall make no law respecting (about) establishment (setting up) of religion, or prohibiting (forbidding) the free exercise (practice) thereof; or abridging (limiting) the freedom of speech or of the press...and to petition (ask something of) the government ....The right of the people...against unreasonable searches and seizures shall not be violated....Nor shall (any person) be compelled (forced)...to be a witness against himself....The accused shall enjoy the right of a speedy and public trial by an impartial (fair) jury...(and) to be confronted (faced) with witnesses against him....Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishment inflicted."

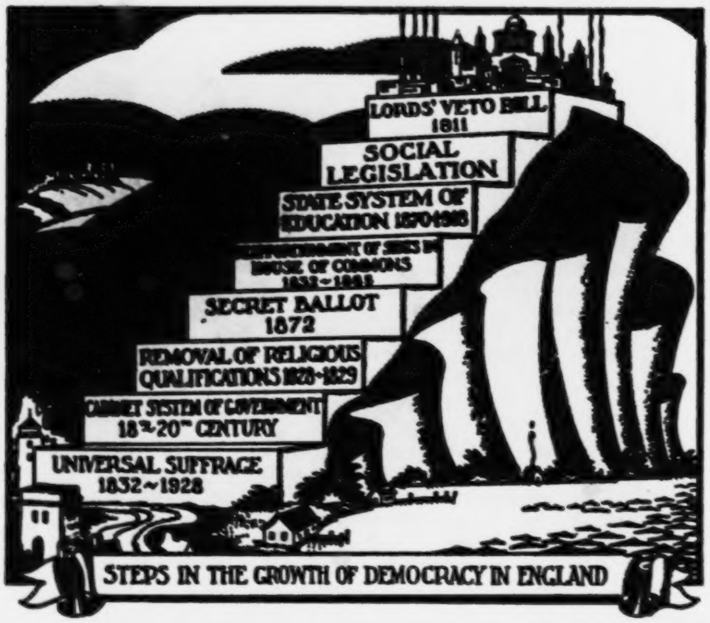
English Bill of Rights	Bill of Rights in the United States Constitution

Summary of English Limitations on Absolute Power

MONARCH	PRINCIPLES
Henry II (1154-1189)	a) Grand jury system. (b) Judges "in circuit," uniform enforcement of law. (c) Common law.
John (1199-1216)	Magna Carta: 1215. (a) No taxation without consent of Council. (b) Trial by jury for all freemen. (c) No "price" for justice.
Henry III (1216-1272)	Provisions of Oxford: 1258. Equal representation for each county and town.
Edward I (1272-1307)	Model Parliament: 1295. Expanded representation to include new middle class.
Period 1277-1485	Constant warfare distracted people from the powers of the king.
Period of the Tudors (1485-1603)	Popularity of rulers increased royal powers.
James I (1603-1625)	The theory of Divine Right of kings was not respected.
Charles I (1625-1649)	Petition of Rights: 1628. (a) Consent of Parliament to tax. (b) No arbitrary imprisonment. (c) No martial law in peacetime. (d) No quartering of troops in homes. (e) Charles was executed for treason.
Cromwell (1649-1658)	England ruled by military leader, not royalty.
Charles II (1660-1685)	a) Heir to throne invited to rule. (b) Habeas Corpus Act: 1679, prevented false arrest or imprisonment.
James II (1685-1688)	Glorious Revolution. (a) King dethroned: 1688. (b) Two parties organized during this period: Tories, consisting of the nobility, wealthy landowners and supporters of the Anglican Church; and Whigs, representing middle-class merchants and townspeople.
William and Mary (1689-1702)	Bill of Rights: 1689. Toleration Act: 1689. Act of Settlement: 1701. Establishment of Cabinet: To make sure that the bills they favored would be passed, William and Mary selected their advisors from the majority party in Parliament.
Anne (1702-1714)	No veto by monarch since 1707.
George I (1714-1727)	The Hanoverian kings did not speak English and the cabinet governed the country.
George II (1727-1760)	The leader of the cabinet presided at meetings and gradually emerged as the Prime, or first, Minister of the king. Robert Walpole, who occupied this position from 1721 to 1742, was England's first Prime Minister.

From Milton J. Belasco, *Basic World History* (New York: Cambridge Book Co., 1969), p. 151. "Out of Print"

Steps in the Growth of Democracy in England


LORDS' VETO BILL 1811
SOCIAL LEGISLATION
STATE SYSTEM OF EDUCATION 1870-1918
REAPPORTIONMENT OF SEATS IN HOUSE OF COMMONS 1832~1885
SECRET BALLOT 1872
REMOVAL OF RELIGIOUS QUALIFICATIONS 1828~1829
CABINET SYSTEM OF GOVERNMENT 18th-20th CENTURY
UNIVERSAL SUFFRAGE 1832~1928
STEPS IN THE GROWTH OF DEMOCRACY IN ENGLAND

From Philip Dorf, *World History* (New York: Sadlier Oxford, 1966), p. 180.

STEP TOWARD DEMOCRACY	RATING (1 through 8) 1 = most significant 8 = least significant
Lords veto bill	
Social legislation	
State system of education	
Reapportionment of House of Commons	
Secret ballot	
Removal of religious qualifications	
Cabinet system of government	
Universal suffrage	

British Parliamentary System

I. House of Lords: You will have three major tasks:

A. Elect a leader to conduct and keep order during the debate and to vote (Lord Chancellor of the House of Lords).
B. During the debate in the House of Commons you will act as observers.
C. After the debate and vote in the House of Commons you will discuss and vote on the bill below (II C).

II. House of Commons

A. The majority and opposition parties will meet separately to select leaders. The leader of the majority party becomes the Prime Minister. The title of the head of the opposition party is Leader of Her Majesty's Loyal Opposition.
B. Once elected, the Prime Minister will choose three advisors from his or her party to act as ministers in the Government Cabinet. The leader of Her Majesty's Loyal Opposition will choose three advisors from his or her party to act as the Shadow Cabinet. (It is possible that the Shadow Cabinet will become the Government Cabinet -- see E7 below.)
C. The following bill will be discussed by the Parliament (House of Lords and House of Commons) today.

All male citizens between 16 and 25 years of age must serve two years in the armed forces with the following exceptions:
(1) those who are physically or mentally unfit
(2) those who are full-time students
(3) those whose religion prohibits killing during wartime
(4) those who are conscientiously opposed to killing

D. Before the debate begins, the Prime Minister and his or her Cabinet and the Opposition Leader and Shadow Cabinet should separately discuss the bill and decide if they favor the bill as is, or if they oppose the bill.
E. Formal session of the House of Commons
    (1) For the formal session of Parliament, the majority party is seated to the right side of the room; the opposition is to the left.
    (2) The formal sessions will be conducted by the Speaker of the House of Commons (chosen by the teacher).
    (3) The Prime Minister begins the session by announcing either a version of the bill or reasons for his or her opposition to the bill.
    (4) A question period (five minutes of class time) will be provided. Members of Parliament ask the Prime Minister and Cabinet members about their positions on the bill. Members of the oppostion party ask questions in an attempt to embarrass the government at this time.
    (5) The bill is sent to the special committee which may:
        (a) pass it as is; or
        (b) suggest changes (which may be either accepted or rejected by the entire House of Commons).

    (The majority party also holds a majority of seats on the special committee. Therefore, the special committee acts as the Prime Minister wishes.)

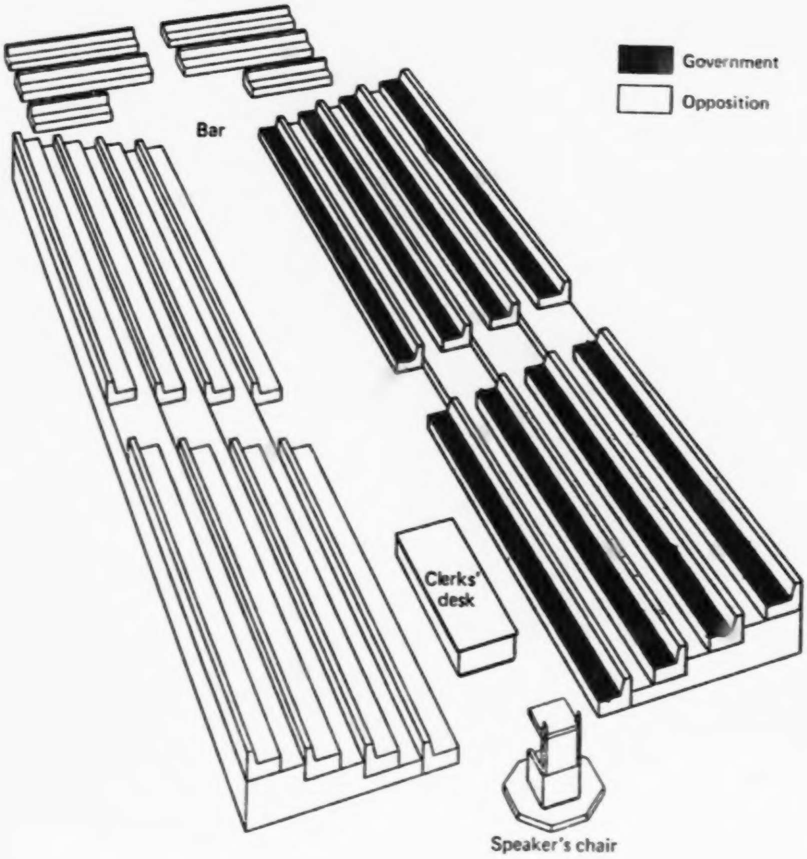
    (6) After the committee's work is complete, the Speaker asks for discussion for and against the bill. Discussion continues until at least one person speaks for the bill and one person speaks against the bill. At this point any member of Commons may raise his or her hand (and, if recognized by the Speaker) say, "I propose we end debate and call for a vote." The Speaker will then ask, "Will all those in favor of ending discussion and voting on the bill raise your hands?" He or she then tallies the vote and does the same for all opposed to ending discussion.

    (If a majority votes to end discussion, go to step E7; if a majority votes to continue discussion, the debate proceeds.)

(7) The House of Commons votes on the bill:
The Speaker says, "All those in favor of the bill, raise hands." He or she then tallies the vote and does the same for all against the bill. (On such votes party members will most likely vote the way their leader tells them to. This is for the following reason: If the Prime Minister's party loses a vote on a major bill, a new parliamentary election will be held. Members of Parliament who vote against their leader's instructions will not be proposed by their party for re-election.)

(8) If the bill passes the House of Commons, it becomes law as soon as it is approved by the House of Lords. The House of Lords, using the same procedure as in E6 and E7, may either take the same action as the House of Commons, or propose changes in the bill if passed. If the House of Lords opposes the action taken by Commons, the bill still becomes law if Commons approves the bill in two successive years. (The House of Lords only has the power to delay laws.)

INSIDE THE BRITISH HOUSE OF COMMONS



Government benches are at the right of the speaker's chair, and Opposition benches are at the speaker's left. The House of Lords, which is just down a hall from the Commons, has a similar seating plan.

From Allan O. Kownslar and Terry L. Smart, *American Government* (New York: McGraw-Hill Book Co., 1980), p. 530. Used with permission of McGraw-Hill.

United States Congress

I. The House of Representatives will meet as a group to elect a leader to be the Speaker of the House. Senators will meet as a group to elect a leader to be President Pro-Tempore.

II. After the election of Senate and House leaders, those members of the House and the Senate designated to be on the Armed Services Committee will meet separately to elect committee chairpeople.

III. Law-Making Procedure

A. House Armed Services Committee: Using a procedure similar to that in the Parliamentary simulation, sections II E, 7 and 7; engage in a debate concerning this bill. The Committee may:
(1) approve it as is,
(2) approve it with suggested changes, or
(3) vote against the bill which would mean the bill is dead.

B. If the bill is approved, it will then be debated by the entire House of Representatives which may:
(1) approve it as is,
(2) approve it with changes,or
(3) vote against the bill which would mean the bill is dead.

C. If the bill is passed as is or with changes, it goes to the Senate Armed Services Committee, and the Senate follows the identical procedures as did the House of Representatives.

D. If the bill passes the Senate, and if it is the same as the one passed by the House, go to step F below. If there are any differences, it must go to a conference committee (made up of Senators and Representatives) which must propose a bill agreeable to both sides.

E. The bill agreed upon by the conference committee must be passed by the entire House of Representatives and the Senate. If this happens, go to step F.

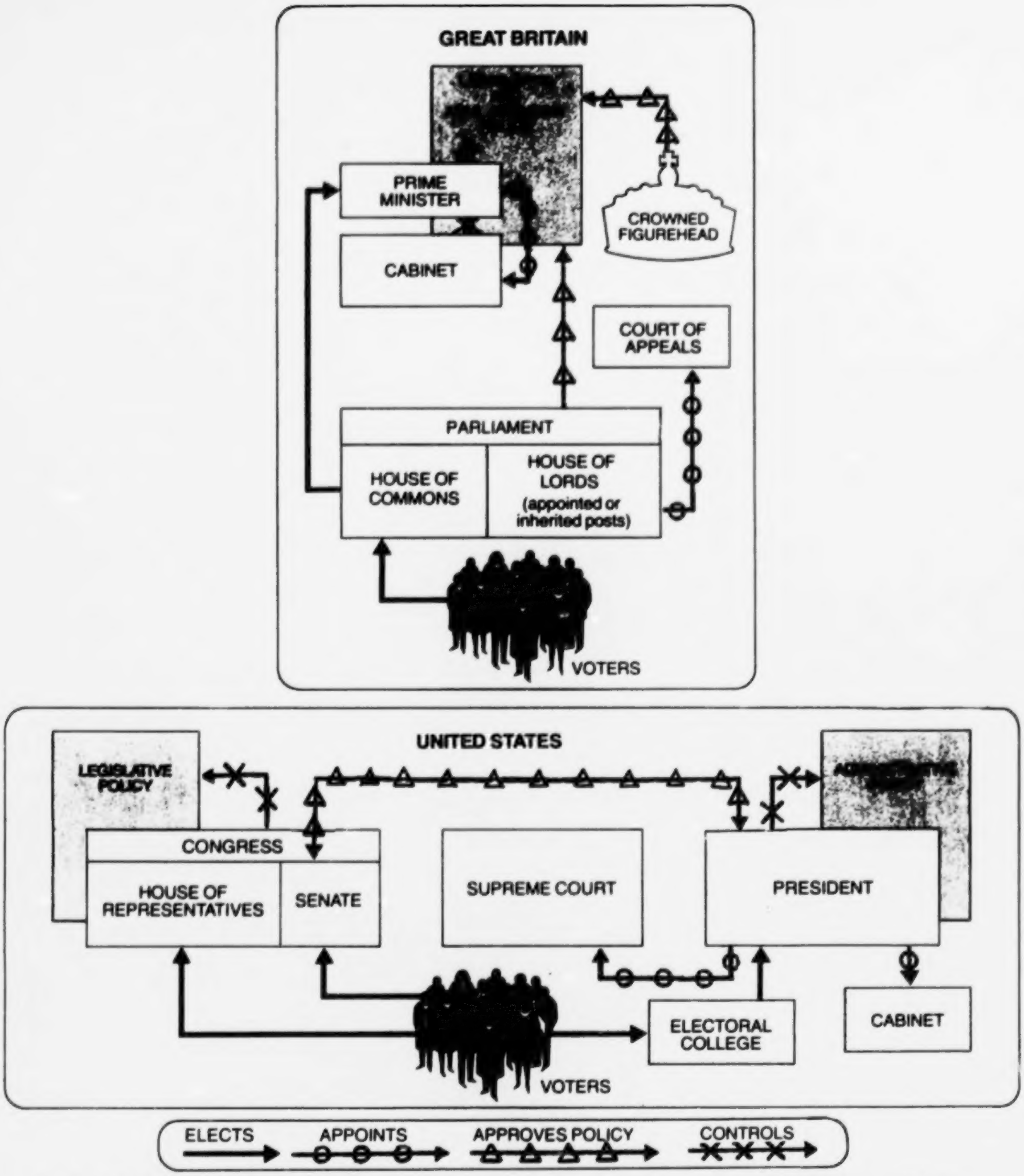
F. Once passed by both the Senate and the House, the bill goes to the President, who may sign the bill or veto it. If the President vetoes the bill, it may still become law if two-thirds of both Houses vote in favor of the bill.

G. Even if the President signs the bill, the Supreme Court may declare the law unconstitutional at a later time.

British and American Systems Compared

Major features of the Parliamentary system	The United States Should/Should Not Adopt	Reasons Why or Why Not
1. The government leader (Prime Minister) and members of the Cabinet serve as members of the Legislature.		
2. Only one part of government (House of Commons) has real power.		
3. Most members of Parliament listen to party leaders.		
4. While parliamentary elections are scheduled every five years, new elections and a new Prime Minister may be chosen any time a major bill sponsored by the government is defeated.		

Charts: British and American Forms of Government


GREAT BRITAIN
PRIME MINISTER
CABINET
CROWNED FIGUREHEAD
COURT OF APPEALS
PARLIAMENT
HOUSE OF COMMONS
HOUSE OF LORDS (appointed or inherited posts)
VOTERS
UNITED STATES
LEGISLATIVE POLICY
CONGRESS
HOUSE OF REPRESENTATIVES
SENATE
SUPREME COURT
PRESIDENT
ELECTORAL COLLEGE
CABINET
VOTERS
ELECTS
APPOINTS
APPROVES POLICY
CONTROLS

These charts simplify the major dynamics of three governments. Not all the institutions of government are given, nor are many informal sources of power and influence indicated. Like most graphic devices, this one is best used for its specific purpose, comparing three general structures of government.

From Marcel Lewinski, *American Government Today* (Glenview, Ill: Scott, Foresman & Co., 1980), p.15.

Regents Competency Test Report

DIRECTIONS

Write a report using the set of notes below. Carefully read all the information before you start to write.

SITUATION

Your class is studying "The Growth of Democracy in England." You are asked by your teacher to write a report on this topic.

The notes you have taken are in the box below.

Magna Carta: 1215, first step toward democracy
First country in Europe to become a national state
Many kings ruled as absolute monarchs
An island country in northwestern Europe
First parliament in 1295
Two houses in parliament
Parliament gains power to govern——Bill of Rights
House of Commons; House of Lords
Prime Minister: leader of Commons

YOUR TASK

Organize these notes into a written report. To help you organize and write your report, be sure to:

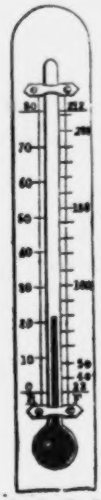
1. keep in mind that you are writing the report for your class.
2. include all the information in the notes.
3. write complete sentences in your report, using proper spelling and punctuation.

The Enlightenment

A museum concentrating on the eighteenth century would have included some of the following exhibits of art and writings:

Chinese porcelain inspired pottery makers in several European countries as trade with the Orient increased.

Reprinted with permission of the Museum of Fine Arts in Boston.

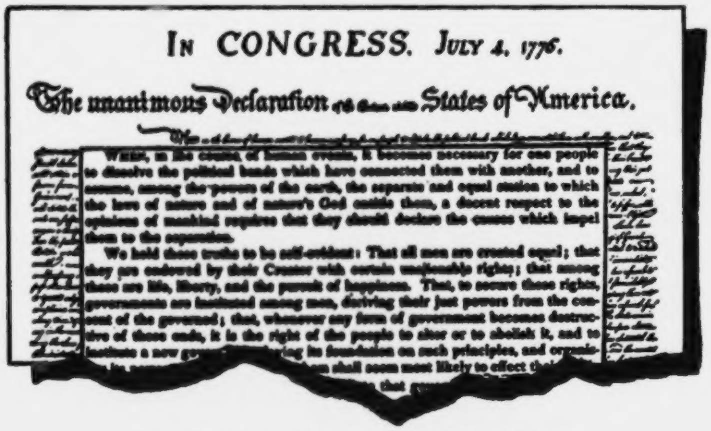


Garbriel Fahrenheit
(Germany)

Reprinted with permission of The Bettmann Archives, Inc.

A bookshop (England)

Reprinted with permission of the Trustees of the British Museum.



IN CONGRESS. JULY 4, 1776.

The unanimous Declaration [illegible] States of America.

When, in the course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume, among the powers of the earth, the separate and equal station to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident: That all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness. That, to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed; that, whenever any form of government becomes destructive of these ends, it is the right of the people to alter or to abolish it, and to institute a new go ing its foundation on such principles, and organiz shall seem most likely to effect th that

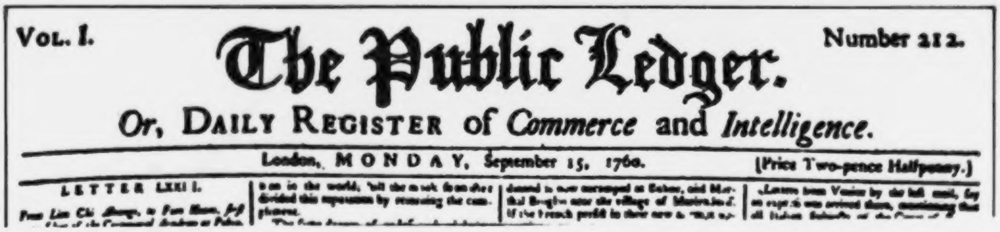
The Declaration of Independence
(The United States)

From Philip Groisser, *Mastering World History* (New York: Keystone Educational Press, 1971), p. 133.

A lecture (France)

Académie des Sciences, Belles Lettres et Arts de Rouen, en dépôt au Musée des Beaux-Arts de Rouen.

The first daily newspaper (Great Britain: 1760)



Vol. I.

The Public Ledger.

Number 212.

Or, Daily Register of *Commerce* and *Intelligence*.

London, MONDAY, September 15, 1760. [Price Two-pence Halfpenny.]

LETTER LXXII.

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Global Times

--- RUSSIA ---

CATHERINE THE GREAT PAVES THE WAY FOR ENLIGHTENMENT IN RUSSIA

She encourages:

- Education
- Writing
- The Sciences

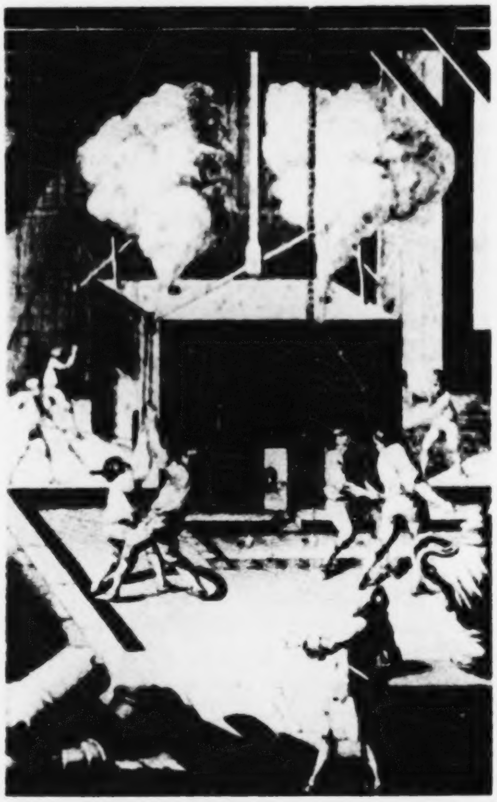
From a writer's diary

It was especially the young men (of France). ...that the American Revolution inspired.

It would be difficult to express with what eagerness, with what pleasure, the famous Benjamin Franklin, representative of the United States government, was greeted in France, the very heart of an ancient monarchy.

Nothing was more astounding than the contrast of the luxury of our capital, the elegance of our styles, the magnificence of Versailles, all the living traces of the monarchic splendor of Louis XVI ...with the almost simple clothing ...the free and direct language... of the American representatives.... The young French officers rushed to the American representatives to question them about...the various news items that kept coming from that great battleground where liberty was fighting so valiantly against British tyranny.

Adapted from M. F. Barriere, ed., *Memoires souvenirs et anecdotes par M. le Comte de Segur* (Paris: Librarie de Firmin Dedot Freres, 1859) [an original translation by Jerome Mirsky], cited in James Hanscom, et al., *Voices of the Past: Readings in Modern History* (New York: The Macmillan Co., 1967), pp. 2-3.



A picture from Diderot's Encyclopedia of an invention for casting sculpture (France)

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BEST COPY AVAILABLE

What is Enlightenment?

Directions: Imagine the year is 1775 and you are a French professor visiting Königsberg in East Prussia to listen to Immanuel Kant, the famous German philosopher. The title of his lecture is "The Enlightenment--a Philosophy Sweeping Europe." The crowd quiets quickly as Kant approaches the podium and begins to speak.

> What is Enlightenment?...Dare to know! Have the courage to use your own intelligence!...is the motto of the Enlightenment....
>
> All that is required for this Enlightenment is freedom; and particularly the least harmful of all that may be called freedom, namely, the freedom for man to make public use of his reason in all matters. But I hear people clamor on all sides: "Don't argue!" The officer says: "Don't argue, drill!" The tax collector: "Don't argue, pay!" The pastor: "Don't argue, believe!"....Here we have restrictions on freedom everywhere. Which restriction is hampering Enlightenment, and which does not, or even promotes it? I answer: The public use of man's reason must be free at all times, and this alone can bring Enlightenment among men.

From Carl J. Friedrich, ed., *The Philosophy of Kant* (New York: Random House, Inc., The Modern Library, 1949), pp. 132, 134 cited in Louis L. Snyder et al., *Panorama of the Past*, Vol. I (Boston, Mass: Houghton Mifflin Company, 1966), p. 301.

A Salon Meeting

MADAME DE PETIT (duh-puh-TEE): Gentlemen, do you think the world is changing for the better?

JOHN ADAMS: The arts and sciences have made steady progress in the past three or four centuries. They have brought great changes in the conditions of the world and in the human character. These changes would have astonished the finest civilizations of ancient times.

VOLTAIRE (voll-TARE): The world is progressing slowly toward wisdom.

MADAME DE PETIT: I know that you all want to talk about government. But please be careful what you say. Here in France we are ruled by a king who has great power. He does not need to put you on trial in order to imprison you. All he must do is put his seal to a letter calling for your arrest.

CHARLES DE MONTESQUIEU (duh-mawn-tesk-YUH): Laws should punish actions only. Speech is not treason.

VOLTAIRE: Under a government worthy of the name, the liberty to speak one's thoughts is the natural right of the citizen.

DENIS DIDEROT (deed-ROE): Everything must be examined. Everything must be shaken up, without exception.

MADAME DE PETIT: So you think that everyone has the right to speak freely and openly about government?

JOHN LOCKE: Men are by nature all free, equal, and independent. No one can be put under the power of another without his own consent.

THOMAS JEFFERSON: Under the law of nature, all men are born free.

JEAN-JACQUES ROUSSEAU (roo-SAW): Man is born free, and everywhere he is in chains.

MADAME DE PETIT: Isn't that a bit extreme?

CESARE BECCARIA (beh-KAR-yuh): Every act of authority by one man over another must come from absolute necessity. Otherwise it is tyranny.

MADAME DE PETIT: What kind of authority do you think is not necessary? Can you give me an example?

JERFERSON: Rulers have made themselves judges of people's religious beliefs. They have set up their own opinions as the only true ones, and have tried to impose them on other people. But our civil rights have nothing to do with our religious opinions.

MADAME DE PETIT: Then how would you describe a good government?

ROUSSEAU: The two main aims of every government should be liberty and equality.

LOCKE: Governments should keep within limits. First, they should govern by public laws--the same for both rich and poor. Second, these laws should be designed only for the good of the people. Third, governments must not raise taxes without the consent of the people.

MADAME DE PETIT: I must say, your ideas are rather...revolutionary.

VOLTAIRE: Everything that's happening today is spreading the seeds of a revolution. I'm an old man and I won't live to see it. But revolution is...on the way.

From Sheila Burns, et al., *Age of Europe* (New York: Scholastic Book Services), Copyright © 1976 by Scholastic Magazines, Inc., pp. 226-228.

DIRECTIONS: In the first column below are topics based on the salon meeting. In the other three columns, write statements reflecting each person's opinions about the topics listed on the left.

TOPIC	Jefferson	Locke	Voltaire
Freedom of Speech			
Role of Government			
Consent of the Governed			
Role of Leadership			
Revolution			

Global Times: Enlightenment

Your assignment for the Global Times is to cover a discussion among eighteenth century political philosophers. In the space below, prepare a 50-word story and headline, describing the gathering at the salon.

Global Times

Enlightenment Ideas

Enlightenment Ideas	I AM				Practiced in the United States Today	
	Strongly For	For	Against	Strongly Against	Yes	No
1. Laws should only punish actions, not words.						
2. Everything must be examined and shaken up without exception.						
3. People are free, equal, and independent. No one can be put under another's power without their consent.						
4. Every act of authority (law) must be caused by absolute necessity.						
5. Everyone is entitled to freedom of religion.						
6. Government should not raise taxes without people's consent.						
7. Government should be governed by laws.						
8. All laws should be the same for rich and poor.						
9. The two aims of government are freedom and liberty.						

Political Thinkers

ROUSSEAU:

In the beginning of history, people were free. Then people joined together in a common community for their mutual protection. Each person accepted an informal "contract" or agreement in which he placed himself and all of his power under "the supreme direction of the general will of all." In time, many people interpreted the term to mean that each person owed obedience to the will of the community even if his own personal will or desires differed from the community, or general, will.

No one--not even a king--had the right to go against the will of the community as a whole. If a ruler was tyrannical and ignored the will of the people, the Social Contract was broken and people had the right to demand their freedom.

From *Our Common Heritage: A World History* by Daniel Roselle, © Copyright, 1981, by Ginn and Company (Xerox Corporation). Used with permission.

JEFFERSON:

The influence over government must be shared by all the people. If every individual which composes their mass participates in the ultimate authority, the government will be safe...corruption...would be restrained by an extension of that right (voting) to such numbers as would bid defiance to means of corruption....

Adapted from S.E. Foreman, *The Life and Writings of Thomas Jefferson* (Indianapolis, Ind.: The Bobbs Merrill Co., 1900), cited in James Hansom, *Voices of the Past: Readings in Modern History* (New York: Macmillan Publishing Co., Inc., 1967), p. 5.

LOCKE:

...When lawmakers, driven by ambition, fear, folly, or corruption, try to gain or give someone else absolute power over the lives, liberties, and property of the people, they misuse the power which the people had put into their hands. It is then the privilege of the people to establish a new legislature to provide for their safety and security. These principles also hold true for the executive, who helps to make laws and carry them out....

Adapted from John Locke, *Two Treatises of Government* (London: 1690) cited in Edwin Fenton and John M. Good, *The Shaping of Western Society: An Inquiry Approach* (New York: Holt, Rinehart and Winston, Inc., 1968), pp. 218-219.

MONTESQUIEU:

In every government there are three sorts of power: the legislative (to make laws), the executive (to carry out the law), and the judiciary (to interpret the law).

..There is no liberty if the judiciary power be not separated from the legislative and executive....

There would be an end of everything, were the same man or the same body, whether of the nobles or of the people, to exercise those three powers: that of enacting laws, that of executing the public resolutions, and of trying the cases of individuals....

Adapted from Montesquieu, *The Spirit of Laws* [translated by Thomas Nugent] (New York: 1900), pp. 182-183, cited in J. Salwyn Schapiro, *Liberalism: Its Meaning and History* (New York: D. Van Nostrand Co., Inc., 1958), pp. 118-119.

If They Were Alive Today

What would be the opinion of the Enlightenment political thinkers on the issues of today that are listed below?

ISSUE	ENLIGHTENMENT THINKERS WOULD FAVOR / OPPOSE	EXPLANATION
1. Is it right for school systems to ban books with explicit sexual references, obscenities, ideas which contradict the Bible, and which contain an overabundance of violence?		
2. Should a military draft be prohibited?		
3. Should the theory of evolution be taught in the schools?		
4. Should every day begin with a prayer?		
5. Should students have to take required courses?		

China and the Enlightenment

The European thinkers of the Enlightenment saw in China a great civilization that had developed quite independently of and earlier than their own. Although not a Christian nation, it had nevertheless developed in Confucianism a high system of morals. And, unlike Europe, it had done so without permitting a priesthood to become so powerful as to challenge the state's authority. Furthermore, the emperor of China appeared to be an absolute ruler, but was in fact limited by the teachings of Confucianism, which declared that "the people are the most important element in the state; the king is the least." China was particularly admired because it was a land where government did not rest in the hands of a feudal aristocracy, as it did in Europe. Instead, it was managed by the mandarins-- a group of highly educated scholars --who gained their official positions only after proving their worth by passing a series of state-administered examinations. We know today that this highly favorable picture of China was somewhat overpainted. Yet there is little doubt that the China of the seventeenth and eighteenth centuries was, both politically and economically, ahead of Europe in many ways.

One scholar of the seventeenth century who was influenced by the Chinese was the German philosopher Leibnitz (1646-1716). He was one of the most internationally minded men who ever lived. He read extensively on China, corresponded with Jesuits who had lived there, and wrote on Confucian philosophy. In a letter written in 1697, he announced, "I shall have to post a notice on my door: Bureau of Information for Chinese Knowledge."

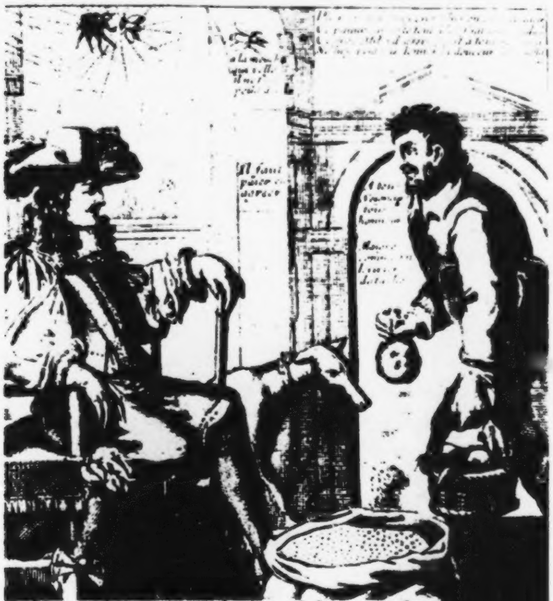
The most famous leader of the Enlightenment to fall under the Chinese spell was Voltaire (1694-1778), to whom Confucius was the greatest of all sages (wise men). A portrait of Confucius adorned the wall of his library. He regarded China as the one country in the world where the ruler is at the same time a philosopher (Plato's "philosopher-king"). He praised it because it had no priesthood owning twenty percent of the land, and he contrasted the religious tolerance of the Chinese, who had never tried to send missionaries to Europe, with the European practice of always forcing their own religious ideas upon other people. "One need not be obsessed with the merits of the Chinese," he wrote in 1764, "to recognize ...that their empire is in truth a great civilization."

Voltaire died only eleven years before the French Revolution. This world shaking event followed by the wars of Napoleon and by the Industrial Revolution of the nineteenth century, turned men's minds away from China to things closer to home. In Europe, the enthusiasm for China died. However, Chinese thought had an important impact in the West. The supporters of enlightened despotism (the leader rules for the benefit of the people as a whole rather than a small privileged class) found in China's example powerful support for their theories. For in China, Confucian thought allowed for the idea of an absolute ruling power and at the same time set certain moral restraints upon the abuses of power. Many groups also copied the Chinese example in arguing that education should be separated from the church and made universal. They felt that the only way that the best available talent of the country could be brought forward and trained for public service was by following this course. Probably the most lasting contribution of China to the Enlightenment was the examination system, from which the various European civil service systems are ultimately derived.

The humanism of China served as an example for the thinkers of the Enlightenment and influenced their thoughts and writing.

The Old Regime: The People

FROM A CARTOONIST OF THE DAY:



The noble is the spider and the peasant is the fly.

From Nathaniel Platt and Muriel Jean Drummond, *Our World Through the Ages* (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1967), p. 322.

FROM A GREAT WRITER OF THE DAY:

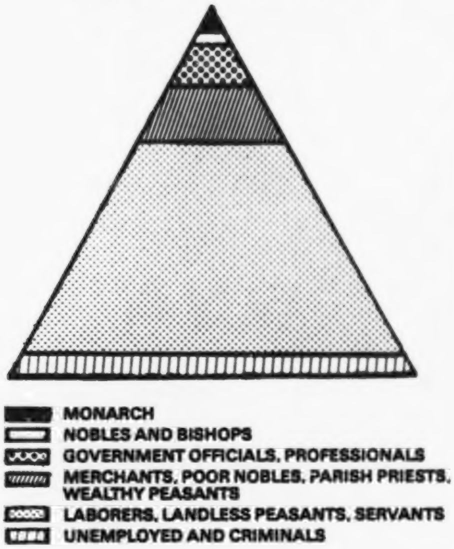
Rousseau, tha great writer of the Enlightenment, wrote the following description of his meeting with a French peasant.

"Having lost my way...I went into a peasant's hut...I offered to pay for my dinner. He gave me skimmed milk and some coarse bread made of barley, saying that it was all he had. I ate hungrily, but did not get enough to satisfy my appetite.

"The peasant watched me closely. After a while...he opened a little trapdoor near the kitchen and went down some stairs. He soon reappeared with a nice brown loaf of bread...a piece of ham, and a bottle of wine. To this he added an omelette.

"When I offered again to pay him, his worried look returned. He refused to take my money...he told me that he hid his wine and bread so that he would not have to pay the excise tax and that he was a lost man if anyone suspected that he had money. I never forgot what he said."

STRUCTURE OF SOCIETY


MONARCH
NOBLES AND BISHOPS
GOVERNMENT OFFICIALS, PROFESSIONALS
MERCHANTS, POOR NOBLES, PARISH PRIESTS, WEALTHY PEASANTS
LABORERS, LANDLESS PEASANTS, SERVANTS
UNEMPLOYED AND CRIMINALS

From Gerald Leinwand, *Pageant of World History* (Boston, Mass.: Allyn and Bacon, Inc., 1977), p. 362.

THE PRIVILEGED AND UNPRIVILEGED CLASSES

Class	Number	Privileges
Privileged First Estate (Clergy)	130,000	1. Owned 1/5 of the land; paid no taxes; collected Church tax (*tithe*). 2. Supervised education and publication of all books and pamphlets. 3. Registered births, marriages and deaths. 4. Represented the official state religion.
Second Estate (Nobility)	110,000	1. Owned 1/5 of the land; paid no taxes; collected taxes (*feudal dues*). 2. Monopolized appointments in state and military service.
Unprivileged Third Estate (Bourgeoisie, professionals, workers, and peasants)	24,750,000	None. The burden of taxes fell upon this class.

From Milton Belasco and Thomas G. Kavunedus, *Our Western Heritage* (New York: Cambridge Book Co., 1970), p. 137.

The Old Regime: The Economic Scene

FROM A LETTER OF PROTEST TO THE KING:

Sire, we must acquaint you with these truths:

- The first is the farmed taxes (taxes paid to a business company called the "Tax Farm," which bought from the government the privilege of levying taxes) which are burdensome on account of the cost of administration and the profits of the Farmers of the revenue.

- Your Majesty must be aware that in addition to taxes on individual commodities (goods), the production of certain of them is forbidden. Your subjects, for instance, are forbidden to grow tobacco while millions are spent on it each year by foreigners.

- There are regions where the manufacture of salt is confined to certain privileged persons...while agents of the Tax Farm call together the peasants to throw salt back into the sea...The high price of salt deprives people of the benefits of salt as a seasoning and as a preservative.

- Nothing is more noteworthy in France than the construction of roads. The government has believed that the corvée (forced labor without pay) was necessary to do this great work; yet the corvee is not authorized by any law of the land.

Adapted from J.H. Robinson, ***Translations and Reprints from the Original Sources of European History*** (University of Pennsylvania, 1898) [translated by G.R. Robinson], pp. 78-81, cited in Bernard Feder, ***Viewpoints in World History*** (New York: American Book Co., 1968), pp. 199-200.

OTHER REPORTS:

The capitaineries (certain districts in which the king granted hunting rights to nobles only; even the peasants who owned this land could not hunt on it) are a dreadful scourge. The owners of the land cannot even kill wild boar, and herds of deer destroy their crops.

"...I was joined by a poor woman who complained that France was a sad country.... She had but a morsel of land, one cow, and a poor little horse, yet she had to pay a franchar (forty-two pounds) of wheat and three chickens...to one nobleman; and four franchar of oats, one chicken, and one franc to another, besides very heavy... other taxes.

"...This woman...might have been taken for sixty or seventy...but she said she was only twenty-eight... it speaks, at the first sight, of hard and severe labor.... To what are we to attribute this? To government...."

Adapted from Arthur Young, ***Travels*** in James H. Robinson, ***Readings in European History***, Vol. II, p. 365, cited in Bernard Feder, ***Viewpoints in World History*** (New York: American Book Co., 1968), pp. 200-201, 377-378.

The old order: sharp contrasts between rich and poor.

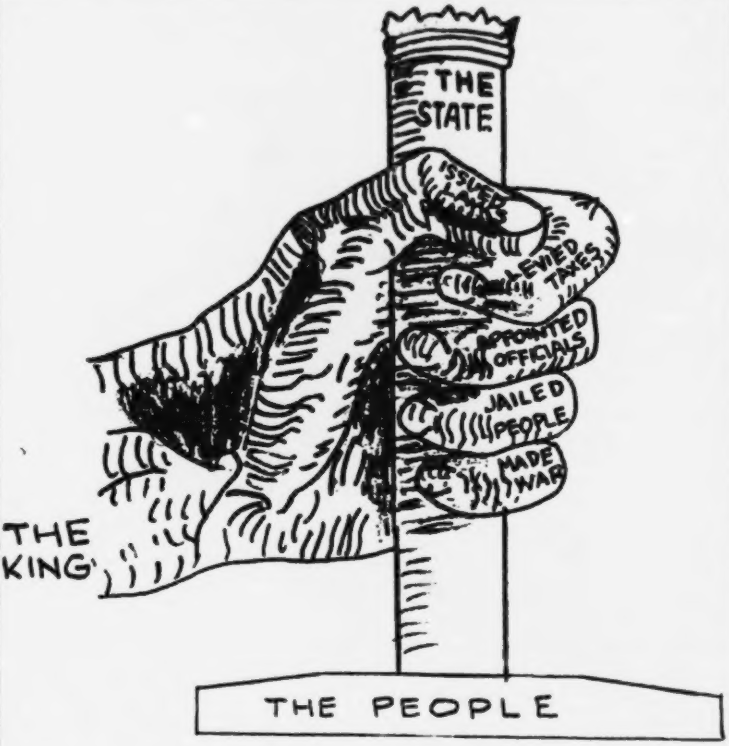
Reprinted with permission of the Musée Carnavalet.

THE FRENCH BUDGET: 1788

Expenses	Francs
Interest on debts	318,000,000
Court	35,000,000
Other purposes	276,000,000
Total	629,000,000
Revenue	503,000,000
Deficit	126,000,000

Government Under the Old Regime

THE KING'S POWER


THE STATE
ISSUED LAWS
LEVIED TAXES
APPOINTED OFFICIALS
JAILED PEOPLE
MADE WAR
THE KING
THE PEOPLE

From *Visualized Modern History* (New York: William H. Sadlier, Inc.), p. 26.

ESTATES-GENERAL

The Estates-General is the lawmaking body in France which hasn't met in 150 years. It is called together. This is how it works; it is divided into three estates:

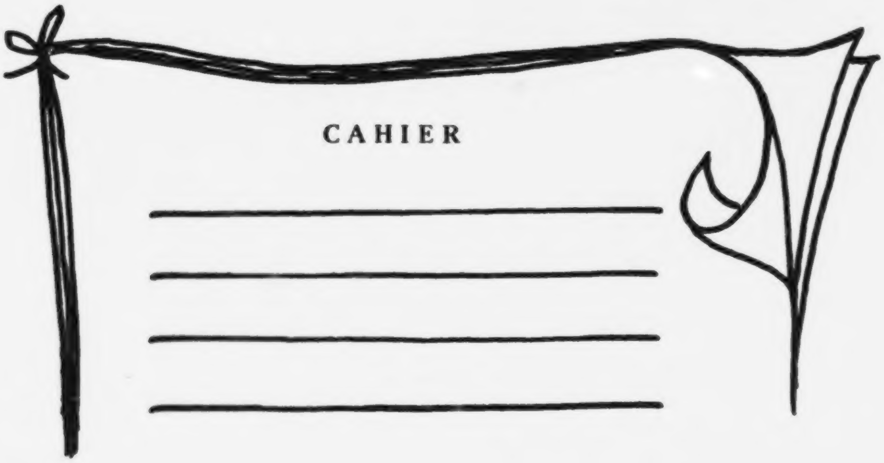
- First Estate (Clergy) - 300 members
- Second Estate (Nobles) - 300 members
- Third Estate (Commoners) - 600 members; includes businessmen, lawyers, doctors, university professors.

Each estate has one vote.

Voting is by estate, not by individuals. In order to pass a law, two estates and the king must approve it. (See diagram.)

First Estate (Clergy)	Second Estate (Nobles)	Third Estate (Commoners)
1 vote	1 vote	1 vote
300 members	300 members	600 members

Estates-General = 1200



Special Edition: The Old Regime in France

Global Times

GOVERNMENT

HEADLINE for article on either king's power or Estates-General:

AUTHOR'S NAME:

ARTICLE (50 words or less):

In this space draw or paste a PICTURE or CARTOON about government during the Old Regime (see Worksheet C-3):

HEADLINE for article on either king's power or Estates-General:

AUTHOR'S NAME:

ARTICLE (75 words or less):

Special Edition: The Old Regime in France

Global Times

PEOPLE PAGE

In this space draw or paste a PICTURE or CARTOON describing the relationship between upper and lower class people in France at the time (see Worksheet C-2)

HEADLINE:

AUTHOR'S NAME:

ARTICLE (50 words or less):

HEADLINE:

AUTHOR'S NAME:

ARTICLE (75 words or less):

Special Edition: The Old Regime in France

Global Times

ECONOMY

In this space draw or paste a PICTURE or CARTOON about economic conditions during the Old Regime (see Worksheet C-1)

HEADLINE for article about economic conditions:	HEADLINE for article about economic conditions:
AUTHOR'S NAME:	AUTHOR'S NAME:
ARTICLE (50 words or less):	ARTICLE (50 words or less):

Special Edition: The Old Regime in France

Global Times

EDITORIAL

TITLE for editorial:

EDITORIAL:

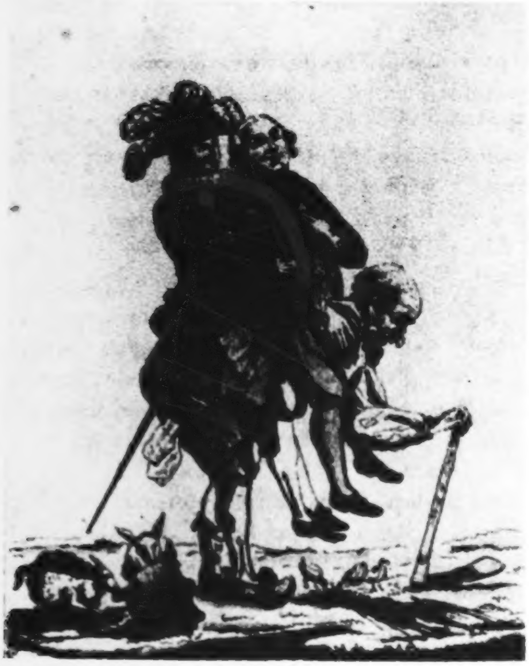
Abuses of the Old Regime

(1)	(2)	(3)	(4)	(5)	(6)
I would not be upset about this condition	This would bother me but I would do nothing about it	I wouldn't like this and would join others if they were willing to complain	If I had to I would protest this condition myself	I would willingly disobey the law but not use violence to correct this condition	I would be willing to use violence and risk my life to correct this condition

——tithe: a special tax amounting to one-tenth a person's income, which had to be paid to the church
——corvee: forced labor on public roads without pay, from time to time
——feudal dues: taxes paid to nobles by peasants for the use of such items as ovens, mills and wine presses
——capitaineries: farmers had to allow the game from nobles' lands in their fields, although their crops might be destroyed
——only members of the clergy and/or nobility could hold government office, no matter how qualified an individual might be
——lettres-de-cachet: the king could have anyone arrested at any time without trial
——the king made all laws
——the king raised taxes at will, collected them and spent the money as he he wished
——the king declared war, raised armies and made peace, consulting no one else
——there was freedom of religion only for Catholics

______ TOTAL

Poster Business



Poster Slogan:

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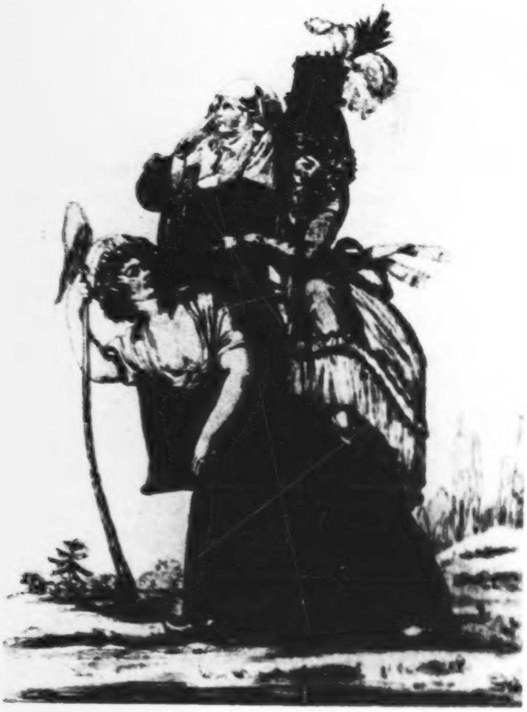

Poster Slogan:

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____

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Fact Sheet: Old Regime

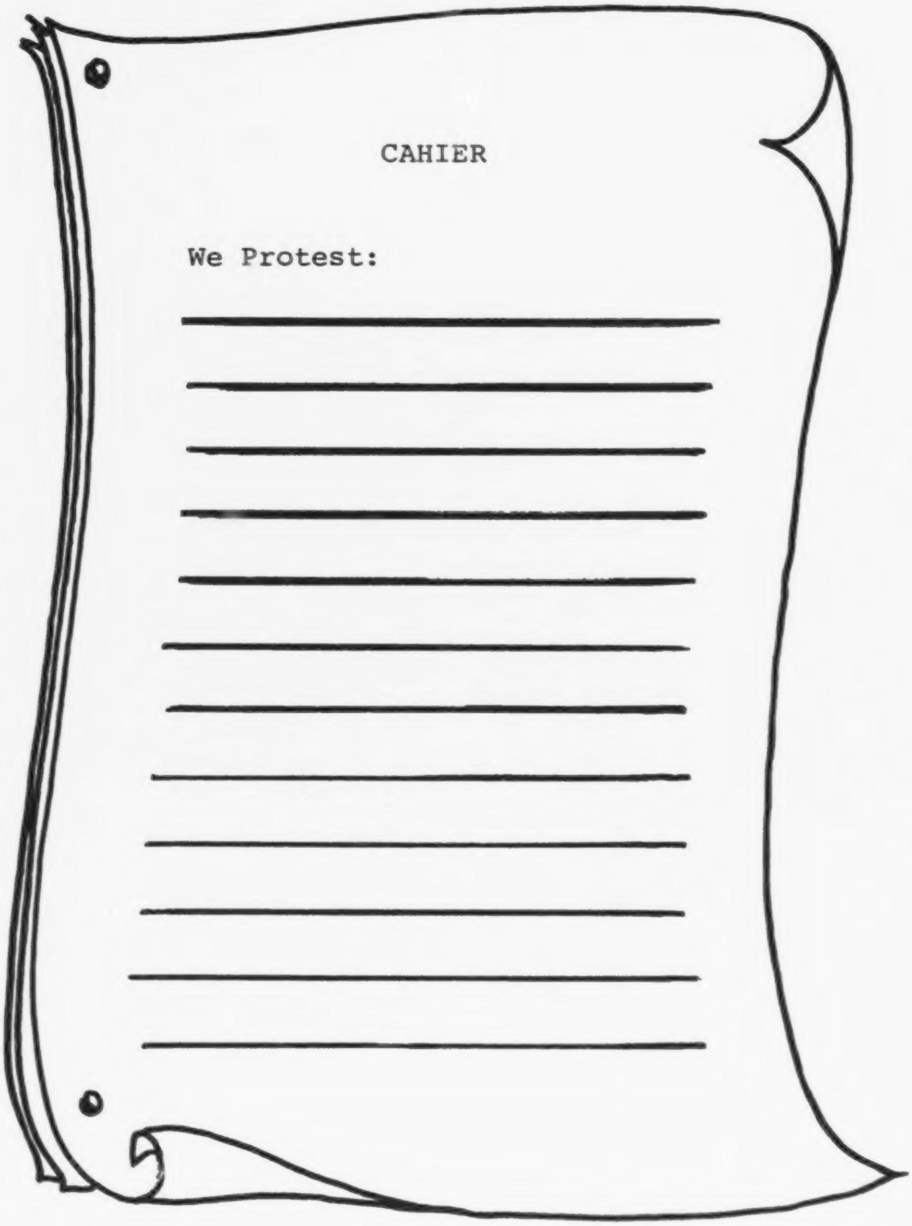
The First Estate (clergy), exempt from taxes, comprised one percent of the population but owned ten percent of the land. It was able to collect a tithe (ten percent church tax) from the people. Some of the poorer members of the clergy, who served in the countryside and smaller towns, tended to sympathize with the members of the Third Estate.

The Second Estate (nobility) comprised two percent of the population but owned 35 percent of the land. Exempt from most taxes, these people could collect rent from the poor peasants who worked their lands. The nobles did not believe that they were in any way responsible for the well being of the Third Estate. Many of the wealthiest had bought their titles from past kings; many held titles they had inherited as far back as the Middle Ages. Some of the idealists among the nobility did understand the complaints of the Third Estate.

The Third Estate comprised 97 percent of the population and controlled 55 percent of the land. This part of the population was so heavily taxed that many of them could not afford to farm the land (it would have cost them so much in taxes that they could never raise enough crops to break even). Many were using farming methods and equipment that went back to the Middle Ages. They had to pay taxes to the nobility for almost everything. They had to work on the government's roads each year for a couple of weeks without pay. They could not kill rabbits, birds and other game to use for food because the nobility shot them for sport (hunting). They also had to pay taxes to the church. In addition, prices were rising much faster than their wages or the prices they got for what they produced on the farms.

- The government debt had tripled from 1774-1779 (half of it coming from France's participation in the American Revolution).
- Banks were refusing to lend the government money even at 40 percent interest.
- The winter of 1788-1789 was so bitter that the Seine froze over and people from the countryside came to Paris to demand government relief.
- By the Spring of 1789, the price of bread had almost doubled from 1787 due to the bad drought of 1788 and the cold winter which stopped grain from being shipped. Bread was the main part of the diet of the French and the worker was used to paying about half of his earnings for bread; now almost every cent he earned went for bread.
- Louis XVI called the Estates-General into session for the first time in over 150 years in order to raise money through taxes and hopefully to quiet the demands of the people who were starting to riot in the streets of Paris. Anticipating a discussion of the nation's problems, each estate wrote its own cahier (letters of complaint to discuss conditions they wished changed) to the king. After being assigned to one of the three estates, write a cahier presenting the list of grievances with the government which you think your group would have had.

Write your own cahiers:



CAHIER

We Protest:

Cahiers

A. Cahier of the Clergy of Dourdan, March 27, 1789

We look with grief at the way religion and morals have deteriorated in the kingdom. This spirit comes from the disgraceful excess of writings about liberty, disbelieving and independence, in which faith, modesty, reason, the throne, and the Church are attacked.

Since the greatest danger in the world is the large number of religions taught in the schools to French youth, we ask that the greatest precaution be taken to see that any teacher before admission to the university must give proofs of respectful devotion to the Catholic religion.

Every farmer should be permitted to defend his property against the intrusion of game, pigeons, etc.

The selection of the militia by lot should be suppressed, as it is a worse evil to the people than the tax of the taille.

The price of salt should be fixed by the government.

The king should correct the unfair practice of lettres-de-cachet.

B. Cahier of the Nobles of Dourdan, March 29, 1789

Liberty of the press should be granted if the author and printer are held responsible. The Estates-General shall determine restrictions to prevent such liberty from going too far.

The nobility desires further that the separation of three estates in the Estates-General be strengthened in the new Constitution and voting be conducted by estate (not by individuals). That the opposition of one estate alone may not delay projects of the other two, the opposition of two estates shall be necessary for any veto.

The Estates-General shall meet periodically. Any tax approved at this session shall stop automatically at the time the next meeting is called for. (Even if the king decides not to call a meeting of the Estates.)

The capitaineries should be stopped.

Taxes should be decided only with the consent of the nation.

If the corvée cannot be abolished...a wage supported by all citizens should be provided to the workers.

C. Cahier of the Third Estate of Dourdan, March 29, 1789

The subjects of the Third Estate should have the same rights as members of other estates.

No citizen shall lose his freedom as a result of a special order (lettres-de-cachet).

The property of all citizens should be inviolable (untouchable).

Every tax, direct or indirect, should be granted by the Estates-General for a limited time.

The Estates-General must approve of all loans contracted by the king.

Every personal tax should be abolished so that the Third Estate will no longer have to pay special taxes.

All classes of citizens should be taxed equally.

In the chief town of every bailliage (district), a public school should be established.

In cities and villages, schools should be established where the poor will be admitted without cost.

Adapted from Stewart, *Documentary Survey of the French Revolution*, pp. 76-83, cited in Bernard Feder, *Viewpoints in World History* (New York: American Book Co., 1968), pp. 204-206.

Charting: Cahiers

DIRECTIONS

Read the Cahiers of the three estates of Dourdan and list the grievances of each of the estates according to the topics in Column 1.

TOPIC	FIRST ESTATE (Clergy)	SECOND ESTATE (Nobles)	THIRD ESTATE
Absolute power of the king			
Property rights			
Taxes			
Equality of the three estates in voting			

Third Estate on TV

On June 13, 1780, Global History T.V. (GHTV) sent its reporter, Suzanne Simon, to the town of Orleans in France to speak to two people of the Third Estate. She asked both of them, "What complaints do you have about the Old Regime in France today?"

Their answers are as follows:

ROGER DUBETTE (a farmer who lives in Orleans)

We peasants are so heavily taxed that we find it hard to make ends meet, let alone have enough money to farm our small plots of land. We dread the visits of all the tax collectors who are agents of the nobles and the clergy. We have to pay to the nobles a land tax called a "taille," and a salt tax called a "gabelle." We must pay to the church a ten percent tax on our income called a "tithe." Why do we have to be burdened with so many taxes when the nobles and the clergy pay hardly any? To make things even worse, nobles are allowed to trample on our land and destroy our crops when they play their silly hunting games. Why should we try to work harder when we know that any extra money we have will be taken away from us? We are also forced to do special services for the nobles without pay, and to work on public roads and to cart wood to the castle.

HENRI CLUZOT (a merchant who lives in Orleans)

The population of France today is about twenty-five million. The clergy (First Estate) and the nobles (Second Estate) make up less than three percent of our population, or 750,000. Together, they own about 45 percent of all the land. Both estates enjoy income from the richest lands of the kingdom. Is that what you call equality? I say DEFINITELY NOT! The money that both estates have is taken from the impoverished peasants. Both the nobles and the clergy are not requrired to pay any heavy taxes to the king. We merchants and businessmen, and other members of the middle class who are fairly well off are still very discontent with the Old Regime. We may have some wealth, but we have no political power whatsoever. That is, we have no voice in the government. We are forced to accept only the lowest positions in the government while all the highest offices in the church, army, law courts, and diplomatic service are given to the First and Second Estates.

READING EXERCISE

Place a check (✓) next to the statements that relate to the ideas of Roger Dubette.

_____ The peasants paid high taxes to the church.

_____ A representative of the nobles and the church collected taxes from the peasants.

_____ The peasants did not own any land.

______ Peasants provided services to the nobles without pay.

______ The nobles took advantage of the peasant's land.

______ Wealth was equally divided among the nobles, church, and peasants.

______ Peasants felt hopeless about their future.

Place a check (✓) next to the statements that relate to the ideas of Henri Cluzot.

______ The First and Second Estates together included about half the population in France.

______ The First and Second Estates owned less than half of the land in France.

______ The First and Second Estates paid heavy taxes to the king.

______ The Third Estate was very angry about its lack of political power.

______ The First and Second Estates had more privileges than the people of the Third Estate.

______ Most peasants in France were very poor.

______ Members of the First and Second Estate got their money from the peasants.

Write two (2) ideas that are mentioned by both Roger Dubette and Henri Cluzot.

1. ______________________________

2. ______________________________

WRITING EXERCISE

Assume you are Suzanne Simon. Sent a brief message to GHTV in Paris, giving a summary of Roger Dubette's and Henri Cluzot's answers to your question:
"What complaints do you have about the Old Regime in France today?"
Be sure to include two (2) complaints from each person, and one (1) complaint that they share.

____

____

____

____

What Should Louis XVI Do?

You Are King Louis XVI's Advisers:

(A)	On May 5, 1789, when the Estates-General meet, the leaders of the Third Estate demand that you change the voting system. They want to give each representative a vote rather than continue the system of voting by estate. Such a system would give the Third Estate a majority of the votes in the Estates-General. The nobles (Second Estate) and the clergy (First Estate) oppose this. What should Louis do?	Louis XVI Should:
(B)	On May 5, 1789, the king refuses to give in to the demands of the Third Estate. The King's troops stop the Third Estate from meeting in its usual place, whereupon they begin meeting in an indoor tennis court. They declare themselves the National Assembly and take the following "Tennis Court Oath": "All members of this assembly will not separate and will reassemble wherever circumstances require until the constitution of the kingdom is established." Louis orders the Third Estate back to its regular place in the Estates-General; most delegates refuse. He cannot raise the required taxes unless representatives from all of the estates are present. What should Louis do?	Louis XVI Should:
(C)	On June 20, 1789, Louis changes his mind and allows the Third Estate to establish the National Assembly, controlled by the Third Estate, to replace the Estates-General. On June 25, 1789, Louis changes his mind again. The King's troops are mounting outside of Paris. Some say the King intends to crush the National Assembly. Others say the troops are set to crush riots caused by unemployment and other economic conditions. On July 10, Louis Necker is fired by the king. He is a popular adviser and the only person that people believe can help the economy. On July 11, as a result of the firing of Necker, crowds are carrying statues of Necker and have been looting and burning stores in Paris; breaking into government buildings, and taking weapons and grain. What should Louis XVI do about the riot?	Louis XVI Should:

(D)

On July 14, 1789, a huge crowd has gathered in front of the Bastille, an old prison. The crowd demands gunpowder and the release of prisoners kept inside. After hours of protesting, the governor orders the protesters fired upon. After this, the protesters break into the prison. What should Louis XVI do?	Louis XVI Should:

Louis orders his troops to withdraw and promises to allow the National Assembly to meet.

READING EXERCISE

Read the pairs of statements that follow. Write a 1 before the statement that is a "cause". Write a 2 before the statement that is a result (or, "effect") of that cause.

A. ______ Demand that each representative be given a vote.

______ Meeting of the Estates-General on May 25, 1789.

B. ______ Third Estate is prohibited from meeting in usual place.

______ Third Estate vows not to separate until a new constitution is written.

C. ______ Troops prepare to move into Paris.

______ Third Estate is given permission to form a National Assembly.

D. ______ People loot and burn stores, storm into government buildings.

______ Louis Necker is fired by the king.

E. ______ Protesters are fired upon by order of the governor.

______ Crowds demand the release of prisoners.

Read the list of events that follow.

Place a 1 next to the event that occurred first in the group; place a 2 next to the event that occurred second in the group; place a 3 next to the event that occurred third; etc.

______ Louis Necker, adviser to the king, is fired.

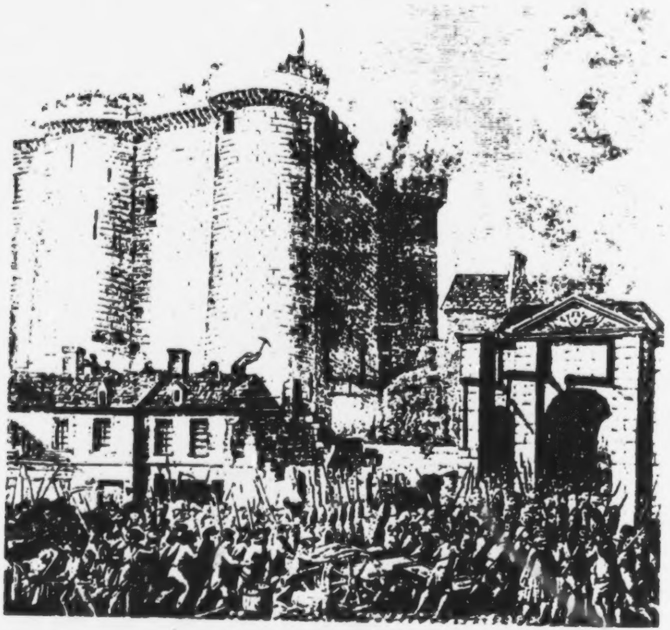
______ Third Estate vows not to separate until a new constitution is written.

______ Meeting of the Estates-General takes place on May 5, 1789.

______ Third Estate is given permission to form a National Assembly.

______ Crowds in Paris demand the release of prisoners in the Bastille.

Storming the Bastille



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Diary Entry for TODAY

Global Times: Bastille

Global Times

Veteran armies have never performed with greater courage than this leaderless group of persons belonging to every class, workmen of all trades, mostly ill-equipped and unused to arms.

The attackers destroyed the first drawbridge and brought their guns into position against the second.

The drums were beat for a meeting and the white flag was raised on the tower.... It was too late. The people, angered by the evil act of the Governor, who had fired on their representatives, took these offers of peace for another trap and continued to advance, firing as they went up to the drawbridge leading to the inside of the fort.

...One of the...(soldiers) opened the gate behind the drawbridge and asked what we wanted. "The surrender of the Bastille," was the answer, on which he let us in.

A few soldiers posted on the platforms and unaware that the fortress had surrendered, fired their muskets, whereupon the people, filled with rage, threw themselves on the (soldiers).... One of them was massacred, the unfortunate Béquart.

...Several...(individuals) fought for the honor of having arrested the Marquis de Launay (the governor of the Bastille). He was roughly handled by the people, who were calling for his death.

...The fury of the crowd continued to increase.... The people, fearing that their victim might be snatched away from them, quickly hastened to cut his throat on the steps of the Hotel de Ville (City Hall).

In the excitement of victory, the unfortunate inmates of the dungeons of the Bastille had been forgotten. All the keys had been carried off in triumph and it was necessary to force the doors of the cells. Seven prisoners were found.

Adapted from G. Pernoud and S.F. Flaissier, *The French Revolution*, [translated by R. Graves] (New York: Putnam's Sons, 1961), pp. 31-37, cited in Bernard Feder, *Viewpoints in World History* (New York: American Book Co., 1974), pp. 234-240.

The National Assembly

A. Intellectuals:

People such as Diderot, Voltaire, Montesquieu, Rousseau, and John Locke make up your group. You are called enlightened thinkers because your ideas are new to the people of France. Some of these ideas are: All men are created equal with equal rights such as life, liberty, and property; the powers of government should be given to different people so that no one individual gets too strong; no man has the right to declare himself a god or to prevent free speech; governments are organized to protect the rights of people and people have a right to revolt when a ruler breaks his promise to rule for their benefit.

B. Members of the First and Second Estates:

People such as clergymen and nobles make up your group. You pay no taxes; own 45 percent of the land; receive the high positions in government and often live in luxury although not working at all. In the Estates-General, the First and Second Estates have two votes while the Third Estate has only one. In order for any bill to become law, two estates have to vote for it and the king has to sign it.

C. Members of the Middle Class:

With people such as lawyers, businessmen, city workers and educators, you make up the largest, wealthiest, and most educated group in France. Your group owns 55 percent of the land. You also pay most of the taxes. Very few of you hold government offices, and you have few rights when compared with the members of the First and Second Estates. Your estate has one vote to the two that the First and Second Estates have. Since it takes two votes for a bill to become a law you are in the frustrating position of having the largest number of members in the Estates-General, but always being outvoted by the members of the First and Second Estates.

The Declaration of the Rights of Man and the Citizen

On August 26, 1789, after ten days of discussion, the National Assembly adopted the Declaration of the Rights of Man and the Citizen. Some statements from the declaration appear below.

Declaration of the Rights of Man

1. Men are born and remain free and equal in rights.
2. All governments should try to protect man's natural rights. These rights are liberty, property, security, and resistance to oppression.
3. People have the right to control themselves. No group or individual may exercise any authority that does not come directly from the people.
4. Liberty means being able to do anything that does not injure anyone else. A person may exercise his natural rights so long as he does not interfere with the natural rights of others. The limits to which natural rights may be exercised can be determined by law.
5. Law can only forbid activities that are harmful to society.
6. Every citizen has a right to take part personally or through his representative in making laws. All citizens are equal in the eyes of the law. They are equally eligible for all honors and for all public positions according to their abilities.
7. No man shall be accused, arrested, or imprisoned without following the practices laid down in the laws.
8. The law shall provide for such punishments as are strictly and obviously necessary. No one shall be punished for a law passed after an act was committed.
9. All persons shall be held innocent until proven guilty. Hence, if a person is arrested, he shall not be treated more severely than required to arrest him.
10. All people should be able to practice their own religion so long as they do not break the law.
11. Every citizen may speak, write and print freely, being responsible for any abuses of this freedom.
13. Taxes should be determined according to one's ability to pay.
14. Citizens have the right to determine whether a tax is necessary, to consent to it freely, to supervise how tax money is used, and to decide how taxes should be determined and paid, and how long they should last.
17. Property is a right which cannot be violated. No one's property may be taken unless public necessity clearly requires it and unless he receives a just payment.

Adapted from Thomas Paine, *Rights of Man: Being an Answer to Mr. Burke's Attack on the French Revolution,* Moncure Daniel Conway, ed. (New York: G.P. Putnam's and Sons, 1894), pp. 351-353, cited in Edwin Fenton and John M. Good, *The Shaping of Western Society* (New York: Holt Rinehart and Winston, Inc., 1974), pp. 224-226.

Applying the Declaration of the Rights of Man

Complete the following after you have read the Declaration of the Rights of Man.

1. Consider the actions described below. In column "A", place a check (✓) next to those actions that would have been in agreement with the rights set down in the Declaration, and an (✗) next to those that would not.
2. In column "B" write the number of the statement in the Declaration of the Rights of Man which you considered in deciding your answer.

A	B	ACTIONS
		1. Claude Bovard, a shopkeeper, is elected to represent his district in a town meeting.
		2. A group of young French workers marches to protest low wages.
		3. Three military men raid the offices of the local government and seize control.
		4. Citizens in the Loire Valley vote against a new tax placed on firewood.
		5. The government notifies Philip Duzon that he must sell his property for a good price in order to build a new road.
		6. Henri Bouler, a wealthy landowner, pays less tax than Paul Brisser, a blacksmith.
		7. A group of angry students, speaking in a public square, block the entrance to a government building.

WRITING EXERCISE: You were present at the meeting of the National Assembly that adopted the historic Declaration of the Rights of Man.

- Write a letter to a friend living in England and tell him or her how your life in France will be different as a result of the Declaration of the Rights of Man.

Use the following form in constructing your letter:

August 27, 1789

Dear ______________________,

In several ways my life here will be different than it was before 1789. Now that we have the Declaration of the Rights of Man, we ____

____

____

______________________ and ______________________

____

____

____

In addition, ____

____

____

____

and we also have the right ____

____

____

____

I am most hopeful about the future because ______________

____

____

Yours truly,

____

Declaration of the Rights of Women

Olympe de Gouges, at first a supporter of the French Revolution, proposed that the Declaration of the Rights of Man be expanded to include women. Her opposition to the Reign of Terror led to her death at the guillotine. Her demands were disregarded. In fact, on October 30, 1793, all popular women's societies and clubs were prohibited from taking any part in political life.

Article 6

"All citizens and citizenesses should be equally eligible for all honours, positions, and public employments according to their abilities and without other distinction than their virtues and talents."

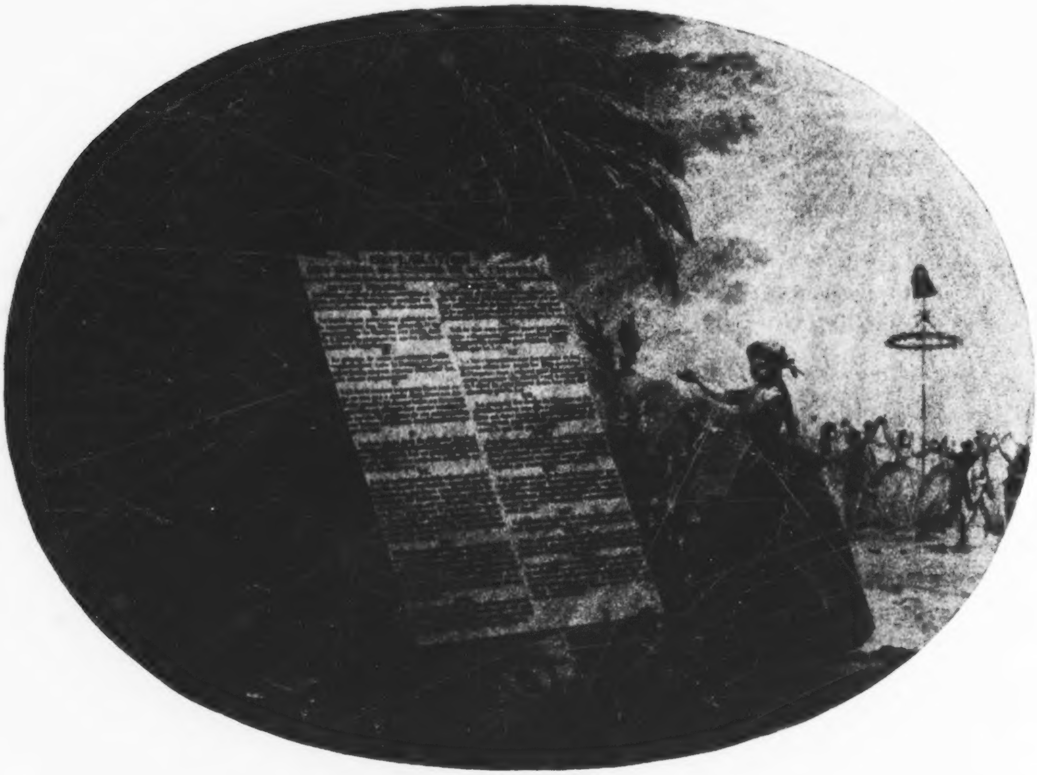
Article 10

"Women have the right to mount the scaffold; they should likewise have the right to mount the rostrum."

Article 11

"Let neither unmarried mothers nor widows who have been made mothers be treated with prejudice.... When a man and woman marry, they enter into a contract in which they agree to put all that they own together. As part of this contract, each keeps the right to separate all that they own in favor of their children or anyone else they wish."

Cartoon: Declaration of the Rights of Man



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Most political cartoons contain the following parts: caption, label, and characters or symbols representing a particular group or idea.

Identify the following in the spaces provided:

The caption of this cartoon is: ____________________

The labels in this cartoon read: ____________________

The characters or symbols represent: ____________________

The meaning of this cartoon is: ____________________

____

____.

Three Documents: Three Nations

The following are parts of three significant statements of liberty from three different countries. Read them carefully. The answer the questions that follow.

Bill of Rights, England, 1689

"The pretended power of suspending (ending) of laws ... by (the king's) authority without consent of Parliament is illegal .... It is the right of the subjects to petition (ask something of) the king .... The levying (taxing) of money for ... the use of the crown (king) ... without grant (consent) of Parliament ... is illegal. The raising and keeping of a standing army within the kingdom in time of peace unless it be with the consent of Parliament is against the law. The speech and debates ... in Parliament ought not to be ... questioned in any court or place out of Parliament. ... Excessive (too much) bail ought not to be required, (asked), nor excessive (very high) fines imposed (asked), nor cruel or unusual punishments inflicted (caused)."

Bill of Rights, United States, 1791
(From the Constitution, Amendments 1 - 9)

"Congress shall make no law respecting (about) establishment (setting up) of religion, or prohibiting (forbidding) the free exercise (practice) thereof; or abridging (taking away) the freedom of speech or of the press ... and to petition (ask something of) the government ...
No soldiers shall, in time of peace, be quartered (allowed to live) in any house, without the consent of the owner ...
Nor shall (any person) be compelled (forced) ... to be a witness against himself ...
The accused shall enjoy the right of a speedy and public trial by an impartial (fair) jury ...; to be confronted (faced) with witnesses against him ...; Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted."

Declaration of the Rights of Man, France, 1789

"Men are born free and remain equal in rights.... Law is the expression (showing) of the general will (desire). Every citizen has a right to participate (take part in) personally or through his representative in its (the law's) formation (development) .... All citizens, being equal in the eyes of the law.... no person shall be accused, arrested, or imprisoned except in the cases (circumstances) and according to the forms (ways) prescribed (decided) by law. No one shall be disquieted (silenced) on account of his opinions, including his religious views ... every citizen may speak, write, and print with freedom, but shall be responsible for such abuses (incorrect uses) of this freedom as shall be defined (stated) by law."

Choose the Correct Answer:

1. The English and American Bills of Rights are almost exactly alike in their statements about:

    a. freedom from search
    b. the right of assembly
    c. bail and punishment

2. All of these statements:

    a. show the beliefs of kings and presidents of the time
    b. list principles to be followed
    c. were part of court decisions

3. Which document states that a person may not abuse his freedom of speech?

    a. American Bill of Rights
    b. English Bill of Rights
    c. Declaration of the Rights of Man

4. Which document says the most about the rights of a person accused of a crime?

    a. American Bill of Rights
    b. English Bill of Rights
    c. Declaration of the Rights of Man

Adapted from Sol Holt and John O'Connor, *The New Exploring World History* (New York: Globe Book Co., 1977), pp. 301-302.

Global Times: French Revolution and Latin America

Global Times

*** May 5, 1789 ***

PEOPLE OF BUENOS AIRES CHEER NEWS THAT THE ESTATES-GENERAL WILL SOON MEET IN PARIS

*** January 5, 1790 ***

SPANISH KING STOPS FRENCH REVOLUTIONARY PAMPHLETS FROM ENTERING BUENOS AIRES

*** June 30, 1793 ***

ARGENTINA: LONG PRISON TERM FOR ANY PERSON INTRODUCING FRENCH REVOLUTIONARY IDEAS

***June 1, 1795 ***

JOSE MARIA CABALLERO ARRESTED, UPON ARREST HE STATES: "MAN WAS BORN FREE AND MUST THEREFORE ACT FREELY. THE FRENCH OPENED THE EYES OR OTHER NATIONS TO THE FRUITS OF LIBERTY."

You are the Chief of Police of Buenos Aires. You are meeting with your officers to plan a raid on the headquarters of El Club Revolucionario (a group which is spreading the ideas of the French Revolution). Your address to your men follows:

DIRECTIONS: Fill in the blanks to complete the Chief's speech.

There is a dangerous group in our city. They are spreading frightening ideas. We must close down their operations. They are a threat to the king because____________________

____

a danger to the Holy Roman Church because____________________

____

and a threat to the institution of slavery because__________

____.

I order you to do the following:____________________

____

and______________________________________

____

and______________________________________

____.

Chief Frondizo,
Buenos Aires P.D.

Adapted from J. Lynch and J. Humphries, *Origins of Latin American Revolutions* (New York: Alfred A. Knopf, 1968), pp. 27-32.

Agenda for French Constitution

1. The power to make laws shall be given to
   a. the king
   b. the National Assembly
   c. the people
   d. the nobles and the clergy
   e. other

2. The power to carry out laws shall be given to
   a. the king
   b. people's representatives in the National Assembly
   c. an elected president
   d. other

3. Judicial power shall be given to judges who are
   a. selected by the king
   b. selected by the National Assembly
   c. elected by the people
   d. other

4. The right to vote shall be granted to
   a. all male citizens over 21 years of age
   b. all taxpayers
   c. all citizens who are 25 years or older
   d. all men and women over 28 years of age
   e. other

5. In order to be elected to the National Assembly one must be
   a. a citizen of France eligible to vote
   b. an eligible voter with an amount of property to be determined later
   c. any citizen of France with a high school education
   d. other

Constitution of 1791

Constitution of 1791

September, 1791

Power in Government

- Neither the nobility nor any other feudal titles exist
- The legislative power is delegated to a National Assembly...freely elected by the people
- The executive power is delegated to the king
- The judicial power is delegated to judges who are elected by the people
- The person of the king is sacred
- There is no authority superior to the law, the king rules under the rule of law

Civil Liberties

- All citizens are admissible to offices...the only qualification being their virtues and talents
- All citizens shall be given the liberty to
  - come and go as they please
  - speak, write, print, and publish their opinions
  - worship as they please
  - assemble peaceably
- All the rights which go with the ownership of property may not be taken away

Voting Rights

- In order to vote it is necessary
  - to have been born or become a Frenchman
  - to be fully twenty-five years of age
  - to pay a direct tax equal at least to the value of three days labor
  - not to be in a position of a servant for wages
  - to own property taxed at a rate equal to 200 days labor for those who live in a city of more than 6,000 inhabitants

Exercises on the Constitution of 1791

DIRECTIONS

After examining the Constitution of 1791, complete the exercises below:

(Write the number of the answer that best completes the statement.)

______ 1. Legislative power refers to (1) enforcing the laws. (2) making the laws. (3) judging the laws. (4) obeying the laws.

______ 2. According to the Constitution of 1791, the king (1) is superior to the law. (2) rules under the law. (3) no longer exists. (4) must be elected.

______ 3. The Constitution of 1791 provides for a National Assembly which is (1) chosen by the king. (2) elected by the people. (3) elected by the First and Second Estates. (4) appointed by the nobility.

______ 4. Which idea in the Declaration of the Rights of Man was included in the Constitution of 1791? (1) A person must be 25 years old to vote. (2) A person must be from France to be able to vote. (3) The king is sacred. (4) All citizens shall be given liberties.

______ 5. Which item in the Constitution of 1791 was not included in the Declaration of the Rights of Man? (1) The right to own property cannot be taken away. (2) People are granted basic liberties. (3) In order to vote, it is necessary to own property. (4) All citizens shall be given liberties.

______ 6. Which person would be eligible to vote according to the Constitution of 1791? (1) A 21-year-old university student. (2) An unemployed city worker. (3) A landless peasant or servant. (4) A merchant or land owner.

______ 7. What conclusion can we make about power in the government based on the Constitution of 1791? (1) Power is in the hands of the king. (2) Powers are given to the judges. (3) Power is divided among several different groups. (4) Power is in the hands of all citizens.

______ 8. Which newspaper headline would best sum up the Constitution of 1791? (1) New Constitution Written: Eliminates Powers of the King. (2) New Constitution Written: States Power in Government, Civil Liberties, and Voting Rights of the People. (3) New Constitution Written: Expands Powers of the King. (4) New Constitution Written: Continues Privileges of Old Regime.

WRITING EXERCISE:

You are either Roger Dubette, a farmer who lives in Orleans, or Henri Cluzot, a merchant who lives in Orleans.

- Write a convincing paragraph expressing your view on the Constitution of 1791.

Use the following form in constructing your statement:

I firmly believe that the Constutution of 1791 should/should not be approved. The reason for my view is that ____________________

____

____

____.

Furthermore, I believe ____

____

____

____.

It is important for France to ____________________________________

____

____

____

__________ because ____

____

____

__________________. In conclusion, ______________________________

____

____

____.

Global Times: A and B

(A)

Global Times

September, 1792

NEW FRENCH GOVERNMENT ANNOUNCES NEW FREEDOMS:

- AN END TO JAIL TERMS FOR DEBTORS
- SLAVERY BANNED IN FRENCH TERRITORIES
- ALL CITIZENS MAY OWN PROPERTY
- ALL CITIZENS GIVEN VOTING RIGHTS
- SCHOOLS ESTABLISHED FOR THE POOR

(B)

Global Times

January, 1793

AUSTRIA AND PRUSSIA AT WAR WITH FRANCE:
AN ATTEMPT TO BRING KING BACK

LOUIS XVI BELIEVED PASSING MILITARY SECRETS
TO ATTACKERS--WANTS RETURN TO THRONE

INVADING ARMIES AIDED BY NOBLES AND OTHERS

ENEMY SPIES ALL OVER FRANCE

Global Times: Reign of Terror

Global Times

1792-1795

ROBESPIERRE DECLARES NEW LAWS

All suspected persons within the territory of the Republic shall be arrested.

The following are deemed suspected persons: first, those who, by their conduct, associations, talk, or writings have shown themselves enemies of liberty; second, those who are unable to describe how they earn their living; third, public officials suspended from their positions by the National Convention; fourth, those former nobles, husbands, wives, fathers, mothers, sons or daughters, brothers or sisters, and agents of the émigrés (those who had fled France), who have not steadily shown their devotion to the Revolution; fifth, those who returned to France....

The Revolutionary Court is established to punish the enemies of the people.

The enemies of the people are those who seek to destroy public liberty, either by force or by trickery.

The following are deemed enemies of the people...those who have tried to bring about discouragement... those who have spread false news in order to divide or disturb the people; those who have tried to mislead opinion...to encourage bad morals....

The penalty provided for all these offences is death.

If proof exists in addition to that provided by witnesses, no further trial is necessary.

From this moment until the time when the enemy shall have been driven from the Republic, all Frenchmen must serve in the army.

Young men will go into combat; married men will manufacture arms and transport supplies; women will make tents and uniforms, and will serve in the hospitals; children will make old linen into bandages; old men will be carried into the public squares to arouse the courage of soldiers and excite hatred for kings.

Adapted from Stewart, *Documentary Survey of the French Revolution*, pp. 477-478, 528-530, cited in Bernard Feder, *Viewpoints in World History* (New York: American Book Co., 1968), pp. 216-217.

ROBESPIERRE DEFENDS LAWS

Feb. 5, 1794. Today, the head of the Committee of Public Safety, Maximilien Robespierre, stated the goals of the Revolution. He stated the following:

"What is our goal? A peaceful enjoyment of liberty and equality, the rule of justice whose laws are engraved, not upon marble or stone, but in the hearts of all men.

"We wish a country where a citizen's greatest desire is to serve one's fatherland...where the nation protects the welfare of each individual, and each individual proudly enjoys the prosperity and glory of his fatherland....

"What kind of government can realize these marvels? Only a democratic government... but to have... this democracy...it is necessary to defeat the enemies of liberty who have attacked us.

"We must rule the citizens by using reason, and the enemies of the people by using terror.

"If the basis of democratic government in time of peace is fairness, the basis of democratic government in time of revolution is both fairness and terror.... Terror is nothing else than swift, severe...justice; it flows, then, from fairness.

Adapted from Raymond P. Stearns, *Pageant of Europe* (New York: Harcourt, Brace & World, Inc., 1961), pp. 404-405.

PARIS UNDER THE NEW LAWS

Last night, I met a man who gave me the following account of life in France at the present time. He said, "After a ten month absence I decided to return to France. I went to the home of a friend whom I intended to beg for hospitality. At my friend's door was a guard who took away my packet of clothing on the grounds that I was not allowed to carry anything at night. It was nearly nine o'clock when I knocked at the door of my friend. When he answered the door he seemed particularly alarmed. Without even greeting me he told me, in not a very friendly manner, that since I had left Paris some time ago, it would be dangerous for me to remain in the city or for him to offer me shelter. 'If they came now,' he said,'I would be a lost man.' He said one thousand Parisians had been killed already by the Committee of Public Safety. A total of five thousand Frenchmen had lost their lives by the guillotine.

"Once more in the street, I heard the voice of a woman shrieking. As I hid in a dark corner to make sure they would not see me, I saw some armed men dragging a woman out of a carriage. 'Inhuman monsters,' she cried, 'After murdering the father must you tear the mother from the children? My child will die without me!' They said nothing and flung her into prison."

Adapted from G. Pernound and S. Flaissier, *The French Revolution* [translated by Martin Becker], (New York: G.P. Putnam's Sons, 1960).

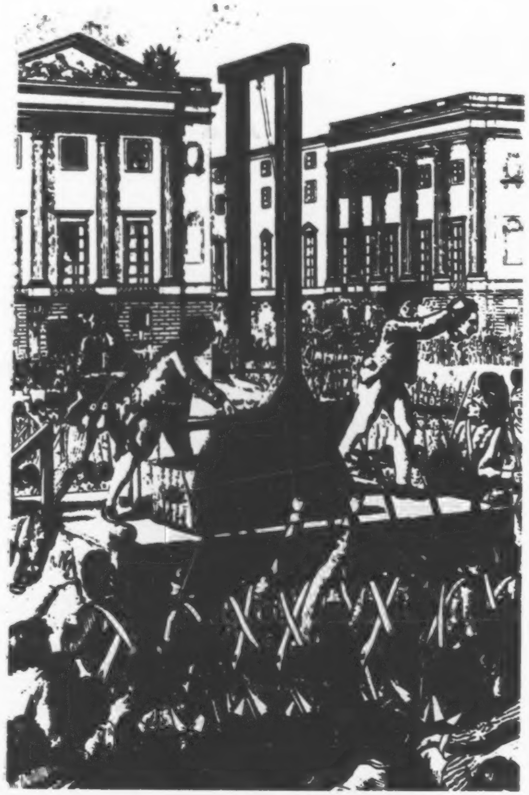
Global Times

EYEWITNESS TO AN EXECUTION

"The victims were lined up with their backs to the guillotine, so they would not have to see what it was like. Then the executioner gave a signal to his two assistants. They seized the first victim...the executioner held him by the right arm. The assistant held him by the left arm. The third man took him by the feet. In an instant, there were three dull thuds...the man's body and head were tossed into the large straw-lined cart. The whole business took less than two minutes....

"Mme. d'Ayen was tenth in line. When she mounted the scaffold, the executioner pulled off her bonnet. It was fastened by a pin which he did not trouble to take out. Her daughter...followed. The same thing happened in her case as in her mother's. The same oversight as to the pin, the same pain, the same calm, the same death!"

EDITORIAL PAGE



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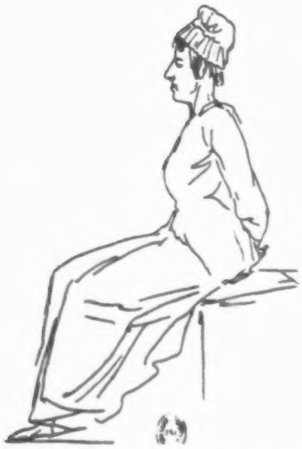
Adapted from Stanley Loomis, *Paris in the Terror: June 1793 - July 1794* (New York: J.B. Lippincott Co., 1964), cited in Sidney Schwartz and John R. O'Connor, *Inquiry: Western Civilization: Democracy and Nationalism* (New York: Globe Book Co., Inc., 1976), pp. 38-39.

The Queen Is Executed



A drawing by Jacques Louis David of Marie Antoinette being taken to the guillotine.

Reprinted with permission of The Bettmann Archive, Inc.

The guillotining of Marie Antoinette and Louis XVI raises some interesting questions concerning crime and the most appropriate punishment.

- Listed below are five possible ways to deal with people who have violated the law.

  1) death penalty
  2) exile to another country
  3) prison sentence
  (4) nothing
  (5) other (your suggestion)

- In column one below is a list of four illegal acts. In column two, indicate the most appropriate way to deal with the criminal. In column three, justify the punishments you have suggested.

1	2	3
a) A man and his wife sell the plans for a secret weapon to our enemies.		

1	2	3
b) During a war, a member of the president's cabinet is found to be an enemy spy.		
c) A queen spends money on herself which could be used to feed poor people.		
d) A king who wishes to industrialize his country abuses the rights of his subjects and employs secret police who torture, and sometimes kill, those who criticize his way.		

A Son of the Revolution in Haiti

In the following letter Toussaint L'Ouverture, a black Haitian general, tried to convince the commander of another unit to fight with the French against the British in the struggle to control Santo Domingo.

> "Can it be possible, my dear friend, that at the very moment when France triumphs over all the royalists and recognizes us for her children by her beneficent decree of the 9 Thermidor, accords us all our rights for which we are fighting, that you should let yourself be deceived by our ancient tyrants who are only using one-half of our unhappy brothers in order to load the others with chains...I hope that you will not refuse me, who am a black as yourself, and, I assure you, wish nothing more than to see you happy, you and all our brothers. As far as I am concerned I believe that our only hope of this is in serving the French Republic. It is under its flag that we are truly free and equal. That is how I see it, my dear friend, and I do not believe that I am making a mistake....
>
> "If it is possible that the English have succeeded in fooling you, believe me, my dear brother, leave them. Unite yourself to honest republicans, and all together let us chase these royalists from our country. They are rascals who wish to burden us with those shameful chains that we have had so much trouble to break. Remember, my dear friend, that the French Republic is one and indivisible and it is that which gives it its strength and has made it victorious over all its enemies."

Adapted from C.L.R. James, *The Black Jacobins* (New York: Dial Press), p. 121.

Based on the reading above, complete the following:

- Write a definition for the word: benificent ____________________

  royalist ____________________

- To whom does L'Ouverture refer by using the phrase ancient tyrants?

  ____

- List two sentences which are examples of opinions rather than fact.

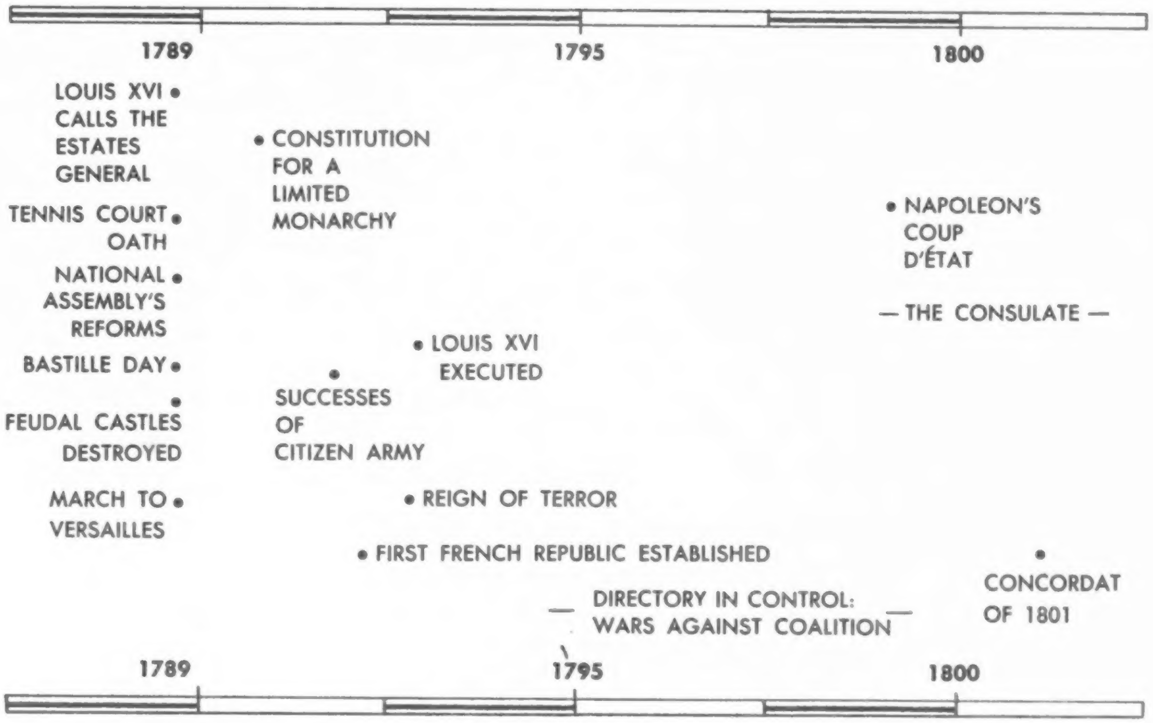
1. ____

____

2. ____

____

Highlights in the French Revolution


1789
1795
1800
LOUIS XVI CALLS THE ESTATES GENERAL
TENNIS COURT OATH
NATIONAL ASSEMBLY'S REFORMS
BASTILLE DAY
FEUDAL CASTLES DESTROYED
MARCH TO VERSAILLES
CONSTITUTION FOR A LIMITED MONARCHY
SUCCESSES OF CITIZEN ARMY
LOUIS XVI EXECUTED
REIGN OF TERROR
FIRST FRENCH REPUBLIC ESTABLISHED
DIRECTORY IN CONTROL: WARS AGAINST COALITION
NAPOLEON'S COUP D'ÉTAT
— THE CONSULATE —
CONCORDAT OF 1801
1789
1795
1800

From Nathaniel Platt and Muriel Drummond, *Our World Through the Ages* (Englewood Cliffs, N.J.: Prentice-Hall, 1970), p. 342.

Newspeople Magazine

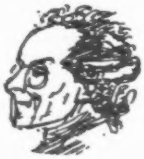
Today, there are many magazines which give attention to the personalities in the news. If such a magazine existed at the time of the Revolution, it might have looked like this:

Newspeople Magazine

Reprinted with permission of the Alinari Art Reference Bureau.

CHARLOTTE CORDAY

Charlotte Corday, a 25 year old woman, lost her life to the guillotine today. She claimed, "To save 100,000, I stabbed the tyrant, Marat to death...."



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ROBESPIERRE

Maximilien Marie Isadore Robespierre may be the most interesting of all the characters in the French Revolution. He is a thin, lithe man with a thin voice and pale eyes. He is a lawyer who quit his job as a judge because he could not bear to sentence a man to death.

It is strange that a man with so much power is as poor a speaker as Robespierre is. Many observers in France claim he has become head of the Committee of Public Safety because he is able to wear his opponents down.

Robespierre is a thrifty man who walks to work and spends little for lunch. A magnificent dresser, his shirts are always carefully pressed. Critics claim that Robespierre thinks of himself as a king if not a god.

Reprinted with permission of the Historical Picture Services.

MARIE ANTIONETTE

The marriage of Marie Antoinette, the Austrian-born queen of France, to Louis XVI could never be described as a love match. In fact, Marie has frequently been the first to laugh at Louis' many faults. Marie loves to spend money on anything. She is the last to leave the parties at the palace. Some guests have reported her turning the clock hands ahead to get Louis out of the way earlier. With people in France dying of hunger, Marie continues to spend money on gambling, clothes, jewelry, and parties.

LOUIS XVI

Louis XVI is fat and not very impressive to look at. While his fat cheeks and dull eyes make him look rather stupid, he reads a great deal. Those who know him describe him as kind, generous, and thrifty. Despite the careful attention, Louis' hair always seems to need combing and he dresses rather sloppily. Last week, in fact, guests to a state banquet laughed at him because he mistakenly put a gold buckle on one shoe and a silver buckle on the other. This was not the first time Louis has been a laughing stock. People at court still laugh when they talk about the time Louis bowed to a servant, thinking her to be a lady at court.

Louis loves to hunt, and to do work around the palace. People who have been with him say that every hunt turns into a slaughter. In fact, many of his diary entries relate to his hunting. On the day of the storming of the Bastille, the only entry in his diary was, "Nothing."

Reprinted with permission of the Historical Picture Services.

Living Through the Revolution: The People

Role 1

You are a member of the noblesse d'epée (nobility of the sword) which exempts you from paying the taille (tax on income and land). You are thirty-seven years old and the heir of a well-established family. Although you own a large estate in the Loire Valley where you own a mill and keep traditional hunting rights, you are currently living at Versailles (the palace of Louis XVI).

Because of your expensive taste in clothes and large gambling debts you are at the mercy of the king.

Role 2

You are a member of the bourgeoisie. You are a merchant who has made a great fortune in colonial trade. You found it impossible to purchase a position in the Paris Parliament (local governing body) and feel it is unfair that the middle class must bear a part of the burden of taxation while the nobles are exempt from payment. You have read the writings of the philosophes and believe that the absolute power of the king must end.

Role 3

You are a peasant from Champagne who has saved enough money to purchase a small plot of land. You have a large family. You object to the right of the nobles to keep game preserves on your land and have hunting rights. You are forced to pay feudal dues even though you own your own land. In addition, you must give service to the state (corvée) repairing the roads and paying high income and land taxes (taille).

Role 4

You are a journeyman worker in a bakery in Paris. Rising prices have made life difficult for you and your family. The poor wheat crop of the last few years has endangered your job.

You have seen bread riots and attended meetings in which you have heard radicals condemn the king.

Your wife is pregnant and you will soon have another mouth to feed.

Role 5

You are the wife of a member of the noblesse de robe (nobles of the robe). Your husband's father was a wealthy banker who purchased a seat in the Parliament of Paris. You are wealthy and live a life of leisure. However, you are jealous of the nobles who live at Court.

Your husband has read the works of the philosophes and has considered volunteering to fight in the American Revolution. You convinced him not to go but to keep his position in the Parliament. Both you and your husband believe that the nobles should have more political power in France.

Living Through the Revolution: The Headlines

AMERICANS WIN FREEDOM FROM BRITISH

LOUIS XVI BANKRUPTS TREASURY

THE ESTATES - GENERAL WILL MEET FOR THE FIRST TIME IN
ONE HUNDRED AND FORTY YEARS

PEASANTS ATTACK LORDS' ESTATES AND DESTROY MANOR ROLLS
(LISTING THEIR OBLIGATIONS TO THE LORD)

PARIS MOB STORMS BASTILLE

THE DECLARATION OF THE RIGHTS OF MAN AND THE CONSTITUTION OF 1791 ARE ISSUED

LOUIS XVI AND MARIE ANTOINETTE GUILLOTINED

REIGN OF TERROR: THOUSANDS EXECUTED

Napoleon's Rise to Power

Two accounts of Napoleon's rise to power appear below. The first is Napoleon's. the other comes from a person who lived through the period. Read each.

> Frenchmen! On my return to France I found division in the government. They agreed only on the single point, that the Constitution was half destroyed and was unable to protect liberty.
>
> Each party came to me and asked for my support. However, I refused to be the man of any party.
>
> The Council of Elders appealed to me. I answered their appeal. They gave me the necessary power to protect them. I was bound by duty to accept the command. I was duty-bound to my fellow citizens, to the soldiers dying in our armies, and to the national glory gained at the cost of so much blood.
>
> I went before the Council of Five Hundred alone, unarmed. My object was to restore power to the majority of the Council. But twenty murderers rushed upon me and aimed their daggers at my heart. I had left the soldiers at the door of the hall. They ran forward and placed themselves between me and the murderers. The soldiers took me out.
>
> At the same moment, cries of "Outlaw him!" were raised against the defender of the law (Bonaparte). The murderers crowded around the president of the Council (Napoleon's brother Lucien), making threats. With arms in their hands, they ordered him to declare me outlawed. I was informed of this. I ordered him to be rescued from their fury. I brought him out. Immediately afterwards, some soldiers charged the hall and cleared it.
>
> The traitors fled. The majority returned to the hall. They discussed the matter, then drew up the resolution which will become the new law of the republic.

Reprinted by permission of the publisher, from *The Western Tradition from the Renaissance to the Present, Third Edition by Eugen Weber (Lexington, Mass.: D.C. Heath and Company, 1972), pp. 595-596.*

Another view, that of Madame de Stael, an observer:

> He (Bonaparte) arrived in the Council of Five Hundred with his arms crossed and a serious expression on his face. He was followed by two big soldiers. The deputies shouted and howled on seeing him enter the room. His brother Lucien, fortunately for Bonaparte, was then president (of the Council). Lucien rang the bell in vain to restore order. Cries of "Traitor!" were heard from every side. One of the deputies (a Corsican like Napoleon) seized Napoleon by the coat collar. It has been said, but without proof, that the deputy had a dagger to kill him. His action frightened Bonaparte. He told the soldiers at his side, "Get me out of here." The soldiers lifted him through the deputies and carried him out of the room.
>
> After Bonaparte left, the deputies who were opposed to him demanded that he be declared an outlaw. It was then that his brother Lucien did Bonaparte a very great service. He refused, despite all the pressure on him, to put this proposal to a vote. If he had agreed, the proposal would have been passed. No one can tell now what effect this might have had on the soldiers.

> Bonaparte soon sent an armed force to take Lucien to safety outside the Council. As soon as he had left, troops entered the room. They chased out the deputies by marching from one end of the room to the other, as if nobody were there. The deputies, pushed against the wall, were forced to flee by the window into the garden.

After reading the two accounts of Napoleon's rise to power, check the appropriate box on the chart that follows.

N --- if the statement relates to Napoleon's account
M --- if the statement relates to Mme. de Stael's account
A --- if there is agreement of fact in both accounts

	N	M	A
1. Napoleon accepted the command offered by the Council of Elders.			
2. Disorder occurred soon after Napoleon entered the Council.			
3. Lucien Bonaparte was President of the Council.			
4. Napoleon was threatened with mass attack at the meeting.			
5. Lucien Bonaparte refused to allow Napoleon to be declared an outlaw.			
6. Napoleon rescued his brother from possible violence.			
7. The majority of the Council drew up plans for the new laws of the Republic.			
8. Napoleon's troops forced the deputies out of the room.			

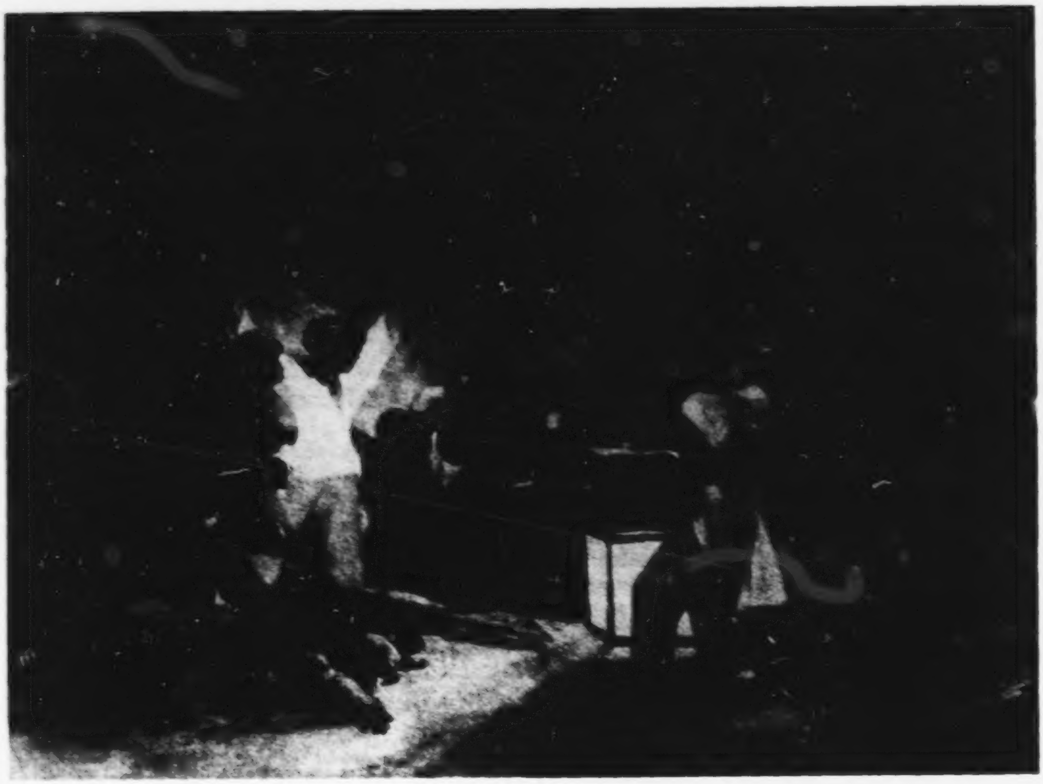
WRITING EXERCISE:

You have been selected to write a passage in a Global History textbook titled "Napoleon's Rise to Power."

Write a paragraph and place at least five of the above events in order. You should use three facts that show agreement between the two sources and indicate two areas of difference in the accounts.

Adapted from Mme. de Stael, *Considerations sur les principaux evenements de la Revolution Francaise*, Vol. 1 (Paris: Delaunay Libraire, 1820), pp. 192-202, translated from the French by Sidney Schwartz and John R. O'Connor, *Inquiry: Western Civilization: Democracy and Nationalism* (New York: Globe Book Company, Inc., 1976), pp. 45-46.

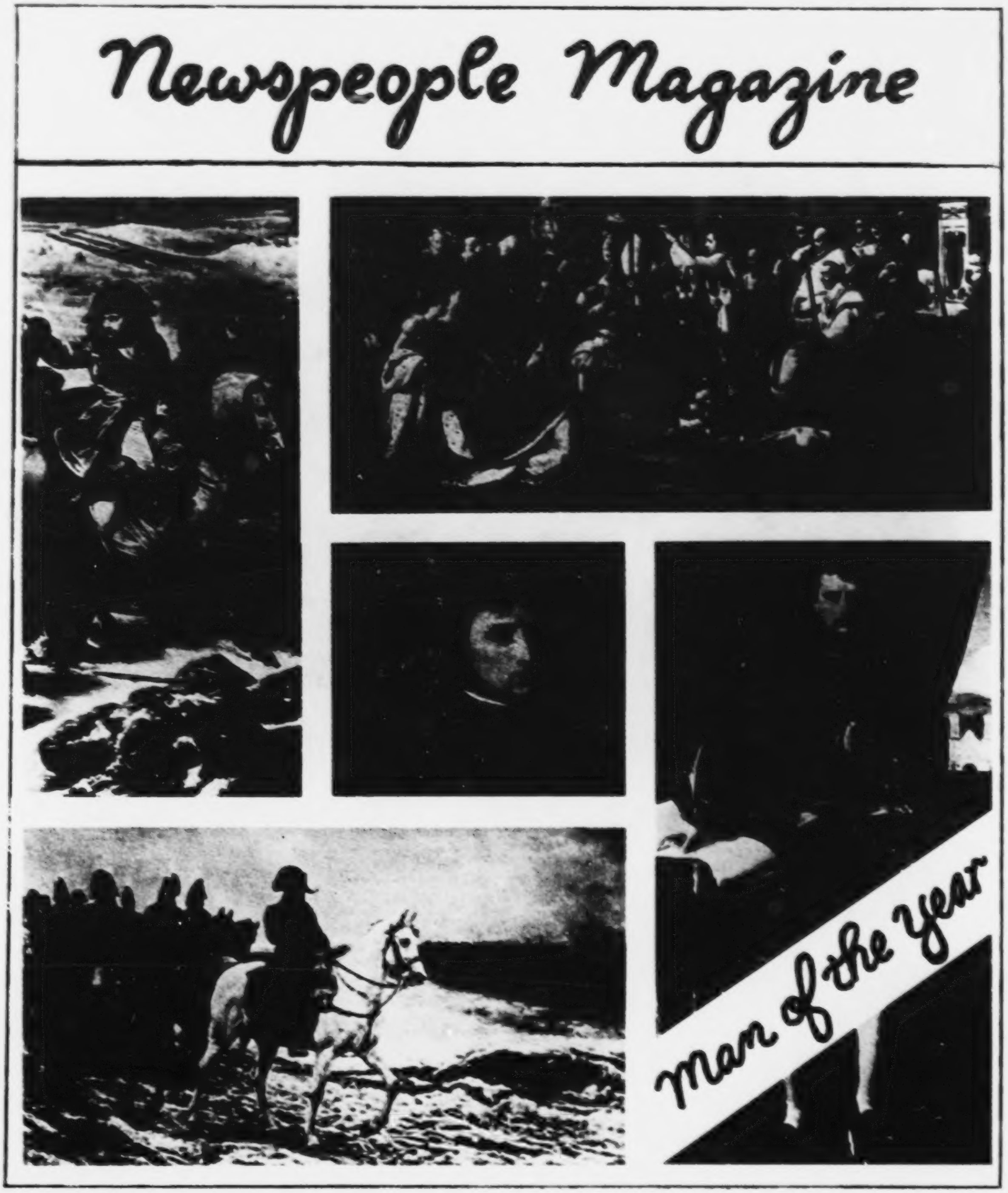
The Third of May, 1808



A famous painting by Francisco Goya, "The Third of May, 1808"

Reprinted with permission of Museo de Prado.

Newspeople Magazine: Man of the Year


Newspeople Magazine
Man of the Year

Reprinted with permission of SCALA/New York.

By Napoleon and About Napoleon

(1)

August 5, 1806

"Imagine the Nuremberg (Germany) booksellers have been arrested. My intention is to bring them before a court martial and to have them shot within 24 hours.

From Richard H. Powers, ed., *Readings in European Civilization Since 1800* (Boston, Mass.: Houghton Mifflin Co., 1961), p. 280.

(2)

Nov. 15, 1807

"...I want your subjects to enjoy a degree of liberty and equality hitherto unknown to the German people."

From Wallace E. Adams, et al., *The Western World,* Vol. II (New York: Harper and Row Publishers, Inc., 1968), p. 118.

(3)

From the Dairy of Napoleon Bonaparte:

"I found the crown of France lying in the gutter. I picked it up with my sword.

"If there are problems with a government that is too strong, there are many more with a government that is too weak. Things won't work unless you break the law every day."

From Joseph R. Strayer, *The Mainstream of Civilization Since 1500* (New York: Harcourt, Brace Jovanovich, Inc., 1979), p. 537.

(4)

"Each victory of Napoleon's was a link in the chain that (took away) our liberties."

From Sidney Eisen and Maurice Filler, *The Human Adventure,* Vol. 1 (New York: Harcourt Brace & World, 1964), p. 23.

(5)

1829

"Bonaparte had two ruling passions, glory and war."

From Wallace E. Adams, et al., *The Western World,* Vol. II (New York: Harper and Row Publishers, Inc., 1968), p. 109.

(6)

All that is new in the Napoleonic Law Code is drawn from the Revolution. There was no longer a hereditary nobility.

Jews became equal with Christians before the law. Civil marriage (marriage outside of the Catholic Church) became open to all. Also, it could be legally ended by divorce.

In his new education law, Napoleon established public elementary schools, high schools, and technical colleges throughout the country.

Adapted from Emil Ludwig, *Napoleon* (Liveright Publishing Co., 1954), cited in Sidney Swartz and John K. O'Connor, *Inquiry: Western Civilization: Democracy and Nationalism* (New York: Globe Book Co., Inc., 1976), pp. 47-49.

(7)

May 20, 1802

"In the colonies, slavery shall be restored...."

(8)

1815

"My motto has always been: A career open to all talents, without distinction of birth."

From Wallace E. Adams, et al., *The Western World,* Vol. II (New York: Harper and Row Publishers, Inc., 1968), p. 112.

Indicate by number on the chart below which statements would support the view that Napoleon was a true son of the Revolution, and which of the statements would indicate that Napoleon was an enemy of the goals of the Revolution.

True Son of the Revolution	Enemy of the Revolution

Interview With Napoleon Bonaparte

An interview on October 3, 1909 between Napoleon Bonaparte and GHTV's Suzanne Simon:

SIMON You have become the most powerful man in all Europe. What are your thoughts about this?

NAPOLEON In the short space of ten years I have risen from being an unknown second lieutenant to become the ruler of the richest and greatest empire since the days of Rome.

SIMON Many have accused you of placing your personal ambition above the law and playing with the future of France. How do you respond to this?

NAPOLEON I laugh at this charge. It should be clear that we need a strong government even if some laws must be broken. My peacetime works will have far more lasting influence than my military conquests.

SIMON It is agreed by most people that you have brought to France a strong, unified central government and put our country on firm financial ground. Is that what you are referring to?

NAPOLEON Yes, that and more. I want my fellow Frenchmen to know that I treated all of them equally regardless of rank. Now, people are being judged on the basis of merit, not birth. I founded the Legion of Honor, which rewards those who do good service to the nation.

SIMON What is the importance of the new legal system that you established?

NAPOLEON History will prove that this was my greatest accomplishment. It provides for religious equality, freedom from illegal arrest, trial by jury and, above all--these laws apply to all of France. The ideas of the Code Napoleon have been put into effect in other parts of the great French empire. I am truly proud of this achievement.

SIMON How do you want to be remembered by the people of France and the world?

NAPOLEON ____

____

____

SIMON ____?

NAPOLEON ____

____

READING EXERCISE

Circle the number of the answer that best completes the statement.

1. Napoleon believed in a 1) strong government. 2) system of elections. 3) need to obey laws. 4) weak military force.

2. Napoleon was 1) supported by all the people. 2) accused of too much ambition. 3) supported by the wealthy class. 4) opposed by the Third Estate.

3. Napoleon claimed that he had the 1) support of all the generals. 2) greatest empire since Rome. 3) richest country in the world. 4) most ambition of any world leader.

4. Which statement about Napoleon is an opinion rather than a fact? 1) His greatest achievement was the Code Napoleon. 2) He established the Legion of Honor. 3) He brought France a strong, unified government. 4) He became the most powerful man in Europe.

5. What conclusion can you draw about Napoleon from this "interview"? 1) He was very confident about himself. 2) He became very angry when he was opposed. 3) He was modest about his accomplishments. 4) He told many lies about his achievements.

6. The main topic of this "interview" is 1) Napoleon's victories on the battlefield. 2) Napoleon's fights with his opponents. 3) Napoleon's peaceful accomplishments. 4) Napoleon's attitude towards democracy.

WRITING EXERCISE

A. Complete Napoleon's answer to Suzanne Simon's last question.

B. Construct another question that Suzanne Simon might ask. Answer it.

Napoleon in Egypt

It is July 2, 1798, and you work for Reuters, the worldwide news agency. You are on assignment covering Napoleon's invasion of Egypt. Today, Bonaparte will personally issue a proclamation to the Egyptian people.

The crowd quiets as Napoleon begins to speak:

> People of Egypt, you will be told that I have come to destroy your religion; do not believe it! Reply that I have come to restore your rights, to punish the usurpers, and that I respect more than the Mamelukes, God, His Prophet, and the Koran.
>
> Tell them that all men are equal before God; that wisdom, talents, and virtue alone make them differ from one another.
>
> But what wisdom, what talents, what virtues, distinguish the Mamelukes, that they should possess exclusively that which makes life pleasant and sweet?
>
> Is there a good piece of farmland? It belongs to the Mamelukes. Is there...a fine horse, a beautiful house? They belong to the Mamelukes.
>
> If Egypt is their farm, let them show the lease which God has granted them. But God is just and merciful to the people.
>
> All Egyptians will be called to administer all places; the best educated, the wisest, and the most virtuous will govern, and the people will be happy.
>
> Of old, there used to exist here in your midst big cities, big canals, a thriving commerce. What has destroyed all this but Mameluke avarice (greed), injustice, and tyranny?

- Choose the best headline for an article about Napoleon's proclamation:
  (a) "Egypt Will Be Great Again" - Napoleon
  (b) Bonaparte Threatens Mamelukes
  (c) Napoleon's Proclamation: French Revolution Comes To Egypt
  (d) Dictatorship In Action

- In the space below, write a two sentence story summarizing Napoleon's proclamation.

____

____ . ____

____ .

- Write two sentences describing how you think the Egyptian crowd might have reacted during Napoleon's proclamation.

____

____________________________ . ______________________________

____ .

Adapted from J.C. Hurewitz, *Diplomacy in the Near and Middle East* (Princeton, N.J.: D. Van Nostrand Co., Inc., 1956), pp. 63-64.

The Mixture of French and Egyptian Cultures

Reprinted with permission of Musée Carnavalet/Giraudon.

El-Djabarti, an Arab writer who attended the Institute of Egypt, set up by Napoleon, reports:

> The French installed a great library, with several librarians. The readers assembled in a large room next to the one where the books were kept. They sat down in chairs around large tables and started to work. When a Muslim wished to visit the establishment, he was made very welcome. The French were particularly pleased when a Muslim visitor showed interest in the sciences. In the observatory there were instruments remarkable for their accuracy. There also were telescopes that could be disassembled and packed into small boxes. When an animal or a fish unknown in France was discovered, it was placed in a liquid which kept it indefinitely.
>
> We were shown a machine in which a glass was spinning; when something came near, the glass gave off sparks and produced a crackling sound. If a person held in his hand an object, even a mere wire, and touched the rotating glass with it, his body instantly received a shock that made the bones in his shoulders and arms crack....We were shown other experiments we never dreamed of.

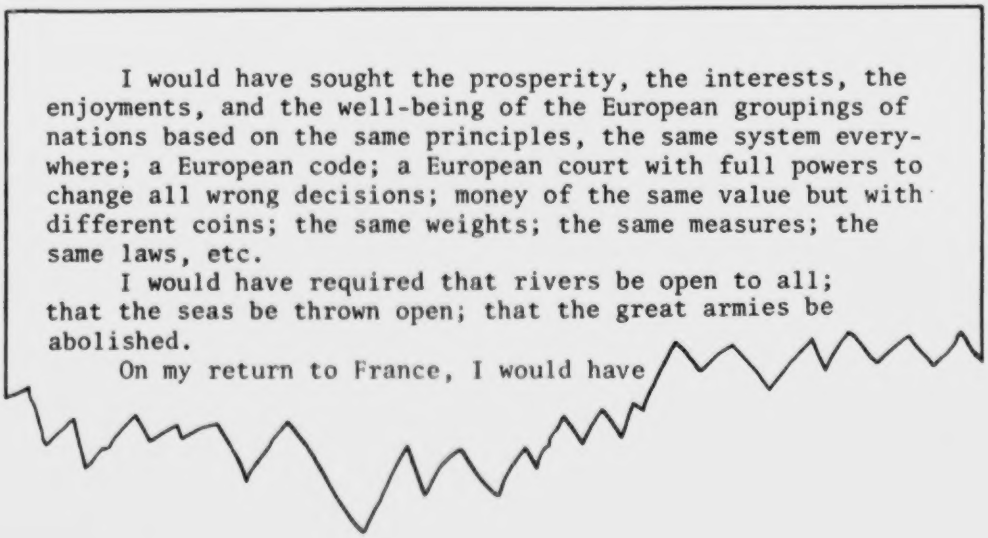
He also watched some road building and other works started by the French:

> The workers were paid generous wages--much more than they were used to; they received their pay every day in the afternoon. They were given highly improved and simple tools. Thus, instead of baskets and jars, they used little carts with two handles, which the workingmen filled with dirt or stones, and then pushed on a wheel. Each wheelbarrow had a capacity of five baskets. The laborers filled, moved, and emptied these wheelbarrows with the greatest ease.

Adapted from Richard Tames, *Napoleon* (St. Paul, Minn.: Greenhaven Press, Inc., 1980), p. 31.

Napoleon: Spread of French Culture

Napoleon's plans for the future appeared in his memoirs. Assume that the page below was ripped from this source. The last part is missing.



I would have sought the prosperity, the interests, the enjoyments, and the well-being of the European groupings of nations based on the same principles, the same system everywhere; a European code; a European court with full powers to change all wrong decisions; money of the same value but with different coins; the same weights; the same measures; the same laws, etc.

I would have required that rivers be open to all; that the seas be thrown open; that the great armies be abolished.

On my return to France, I would have

Adapted from Richard Tames, *Napoleon* (St. Paul, Minn.: Greenhaven Press, Inc., 1980), p.26.

Ingredients of Nationalism

Nationalism is a force that shaped much of the history of the nineteenth century. It was a major factor in the French Revolution, the rise to power of Napoleon, the reaction of the Spanish colonies in Latin America against Napoleon, the reaction of Haiti against France, the Greek fight for independence in the 1820s, the Revolutions of the 1830s and 1848 that took place throughout Europe, and the unification movements in Italy and Germany. It has also been a major force in leading countries to war in the twentieth century. It is a force that leads millions of immigrants in the United States to speak of "my country" and mean a land hundreds or thousands of miles away from the U.S. What is this Superman-like force? One historian examined it by looking at its characteristics. As you read the ensuing "ingredients of nationalism," decide on the following:

a) Do you think the ingredient is really a part of nationalism? Why?
b) Think of an example of the ingredient.
c) Think of any ingredients that are missing.
d) Using these criteria, do Americans share a feeling of nationalism?

The Ingredients of Nationalism

1. A certain defined...unit of territory....
2. Some common cultural characteristics such as language...customs, and literature...If an individual believes he shares these, and wishes to continue sharing them, he is usually said to be a member of the nationality.
3. Some common...social...and economic...institutions.
4. A common...government...or the desire for one. The 'principle' that each nationality should be separate and independent is involved here.
5. A belief in a common history...and in a common origin....
6. A love or esteem for fellow nationals....
7. A devotion to the...nation, which embodies the common territory, culture, social and economic institutions, government, and the fellow nationals....
8. A common pride in the achievements...of the nation and a common pride in its sorrows.
9. A disregard for or hostility to other...like groups, especially if these...seem to threaten the separate national existence.
10. A hope that the nation will have a great and glorious future... and become supreme in some way....

From *Nationalism: Myth and Reality* by Boyd C. Shafer. Copyright © 1955 by Boyd C. Shafer. Reprinted by permission of Harcourt Brace Jovanovich, Inc., pp. 7-8.

National Anthems

A most important symbol of each nation is its national anthem.

FRANCE

Arise, children of the fatherland
Our day of glory has arrived!
Against us--tyranny;
The bloody standard is raised!
The bloody standard is raised!
Do you hear, throughout the countryside
The roar of the savage soldiers?
They come almost into our arms
To slaughter our sons, our comrades!

To arms, patriots!
Form your batallions
Let us march, let us march!
So that an impure blood may soak
our harrowed (plowed) fields.

Holy love of the fatherland,
Guide, hold up our vengeful arms!
Freedom, beloved freedom
Fight with your defendors!
Fight with your defendors!
Under our flags, that victory
Answers your strong calls
So that your dying enemies
May see your triumph and our glory!

To arms, patriots!
Form your batallions
Let us march, let us march!
So that an impure blood may soak
our harrowed (plowed) fields.

CANADA

O Canada! our home and native land!
True patriot love in all they sons command.
With glowing hearts we see thee rise,
The True North strong and free;
And stand on guard, O Canada,
We stand on guard for thee.

Chorus: O Canada! O Canada glorious and free
We stand on guard,
We stand on guard for thee
O Canada!
We stand on guard for thee.

PEOPLE'S REPUBLIC OF THE CONGO

On this day the sun rises
And our Congo stands resplendent.
A long night is ended,
A great happiness has come.
Let us all, with wild joyfulness, sing
The song of freedom.

Chorus: Arise, Congolese, proud every man.
Proclaim the unity of our nation.
Let us forget what divides us
And become more united than ever.
Let us live our motto:
Unity, work, progress.
Let us live our motto:
Unity, work, progress.

POLAND

Poland still is ours forever
Long as Poles remain;
Chains the foe bound on her
Never shall the foe retain.

On! On! Dabruski, from Italy's fair plain
Lead us back to greet our homeland,
Lead us back again.

ITALY

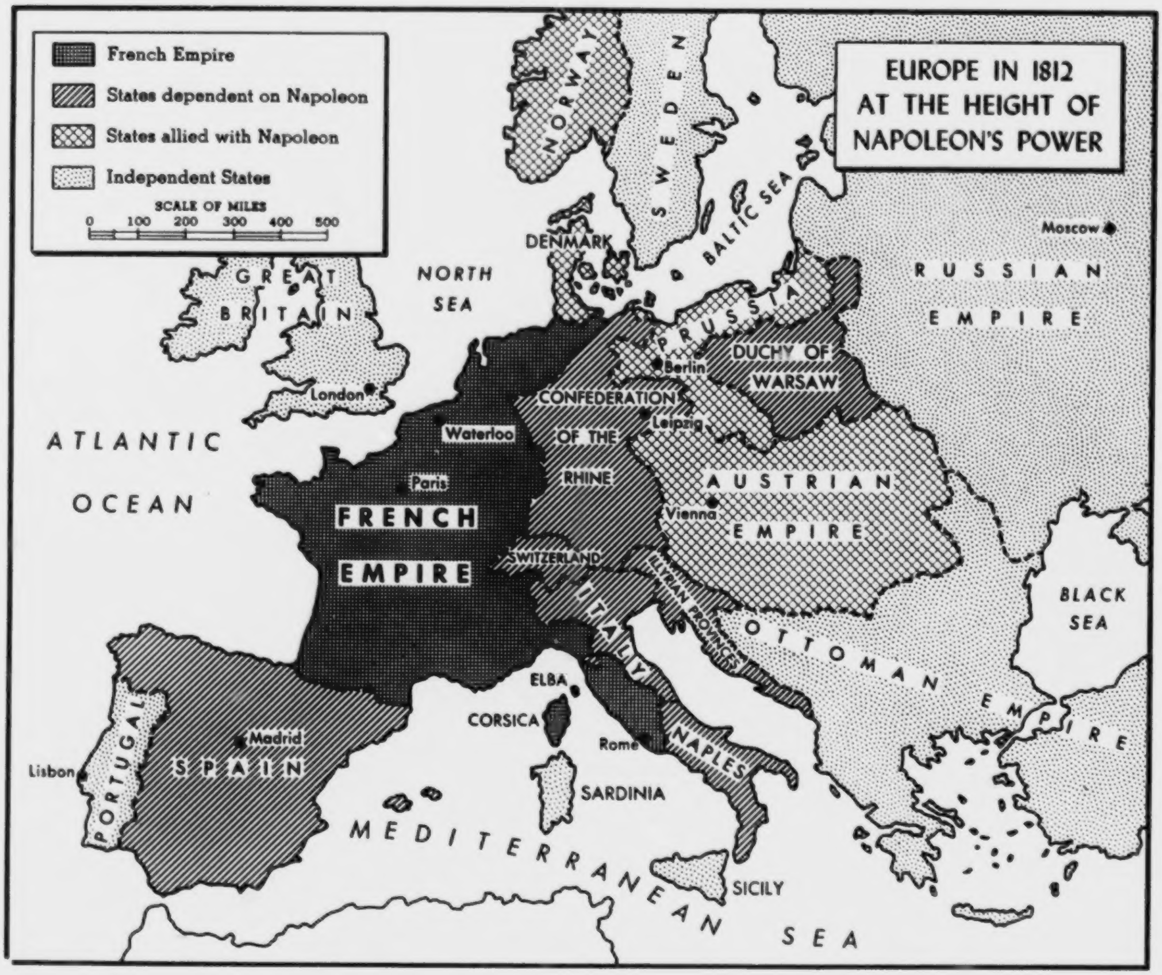
Italian Brothers,
Italy has arisen,
Has put on the helmet of Scipio.
Where is Victory?
Created by God
The slave of Rome,
She crowns you with glory,
Let us unite,
We are ready to die,
Italy calls.

From *National Anthems of the World* published by Arco Publishing Co., New York.

Find three (3) examples of the ingredients of nationalism in the national anthems. Write the phrase from the anthems which corresponds to the number of the ingredient of nationalism on Worksheet D-1. Use the chart below. Two examples have been provided. More than one ingredient may be expressed in a particular quotation.

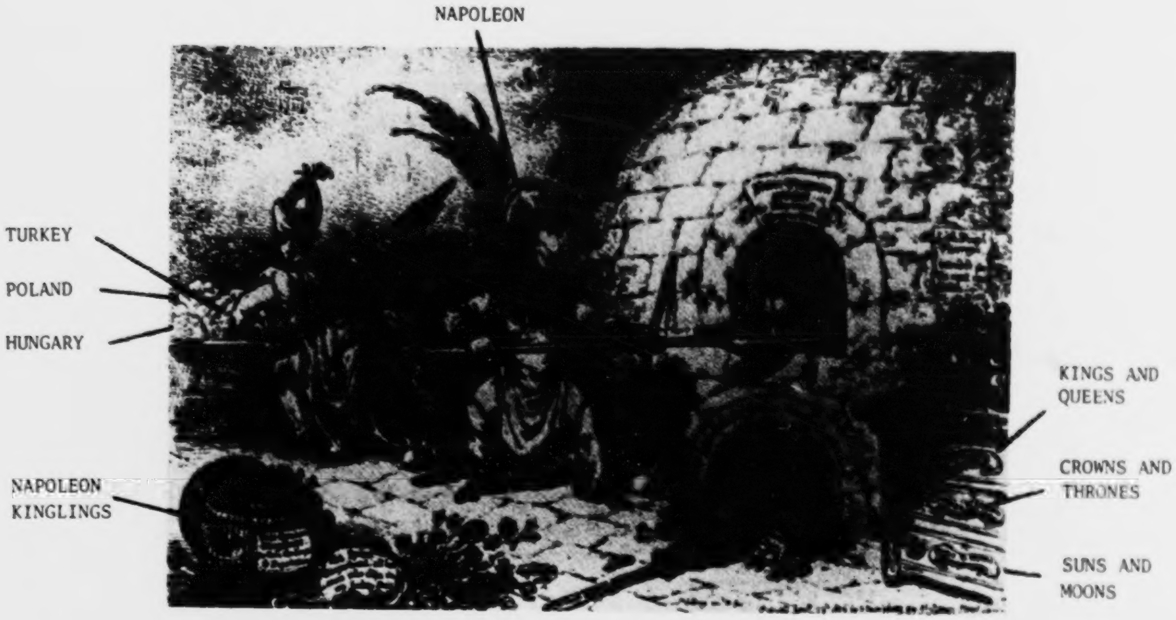
Country	Ingredients of Nationalism
Italy	"Italian brothers" #6
Congo	"Unity, work, progress" #4

Napoleon and Nationalism


EUROPE IN 1812
AT THE HEIGHT OF
NAPOLEON'S POWER
French Empire
States dependent on Napoleon
States allied with Napoleon
Independent States
SCALE OF MILES
0 100 200 300 400 500
NORWAY
SWEDEN
BALTIC SEA
DENMARK
NORTH SEA
GREAT BRITAIN
London
Moscow
RUSSIAN EMPIRE
PRUSSIA
Berlin
DUCHY OF WARSAW
CONFEDERATION OF THE RHINE
Leipzig
Waterloo
ATLANTIC OCEAN
Paris
FRENCH EMPIRE
AUSTRIAN EMPIRE
Vienna
SWITZERLAND
ITALY
ILLYRIAN PROVINCES
OTTOMAN EMPIRE
BLACK SEA
ELBA
CORSICA
Rome
NAPLES
SARDINIA
SICILY
PORTUGAL
Lisbon
Madrid
SPAIN
MEDITERRANEAN SEA

From Nathaniel Platt and Muriel Drummond, *Our World Through the Ages* (Englewood Cliffs, N.J.: Prentice-Hall, 1966), p. 337.

Napoleon: The French Gingerbread Baker


NAPOLEON
TURKEY
POLAND
HUNGARY
NAPOLEON KINGLINGS
KINGS AND QUEENS
CROWNS AND THRONES
SUNS AND MOONS

Tiddy-Doll the great French gingerbread baker drawing out a new batch of kings--his man mixing up the dough.

From Richard Tames, *Napoleon* (St. Paul, Minn.: Greenhaven Press, Inc., 1980), p. 14.

1. Who is the man in the center of the cartoon? ____________________
2. What is he doing? ____________________________________
3. How is the oven labeled? ________________________________
4. What does the caption under the cartoon mean? ________________

   ____
5. What is the meaning of the cartoon? ______________________

   ____

Prussian Nationalism: 1812

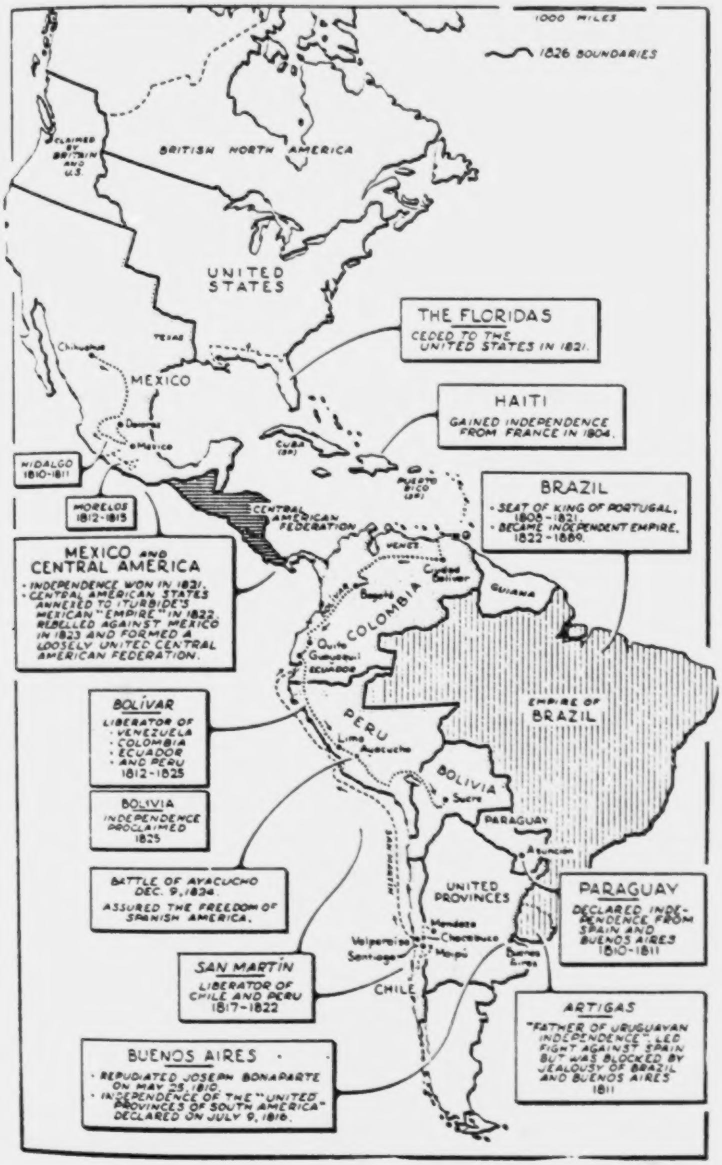
You are a citizen of Prussia, and you have come to hear King Frederick William III of Prussia speak about the current invasion by France.

> There is no need of explaining to any German, the reasons for the war which is about to begin. They lie plainly before the eyes of Europe. We gave in to the superior force of France. The peace which followed took my people from me, and, far from bringing us blessings, it brought about deeper wounds than the war itself, taking out the very life of the country. Our principal fortresses remained in the hands of the enemy, and agriculture, as well as the highly developed industries of our towns, was crippled. The freedom of trade was hurt and thereby the sources of commerce and prosperity cut off....
>
> Brandenburgers, Prussians, Silesians, Pomeranians, Lithuanians! You know what you have suffered for the last seven years; you know the sad fate that awaits you if we do not bring this war to an honorable end. Think of the past--of the Great Elector, the great Frederick! Remember the blessings for which your forefathers fought under their leadership and which they paid for with their blood--freedom of conscience, national honor, independence, commerce, industry, learning. Look at the great example of our powerful friends, the Russians; look at the Spaniards, the Portuguese. Even these weaker peoples have fought mightier enemies and won. Look at the heroic Swiss and the people of the Netherlands....

Adapted from Richard Tames, *Napoleon* (St. Paul, Minn.: Greenhaven Press, Inc., 1980), p. 27.

Title the Map

Study the map below and answer the questions which follow:


1000 MILES
1826 BOUNDARIES
CLAIMED BY BRITAIN AND U.S.
BRITISH NORTH AMERICA
UNITED STATES
TEXAS
Chihuahua
MEXICO
Dolores
Mexico
THE FLORIDAS
CEDED TO THE UNITED STATES IN 1821.
HAITI
GAINED INDEPENDENCE FROM FRANCE IN 1804.
CUBA (SP)
PUERTO RICO (SP)
BRAZIL
• SEAT OF KING OF PORTUGAL, 1808-1821.
• BECAME INDEPENDENT EMPIRE, 1822-1889.
HIDALGO 1810-1811
MORELOS 1812-1815
CENTRAL AMERICAN FEDERATION
MEXICO AND CENTRAL AMERICA
• INDEPENDENCE WON IN 1821.
• CENTRAL AMERICAN STATES ANNEXED TO ITURBIDE'S MEXICAN "EMPIRE" IN 1822, REBELLED AGAINST MEXICO IN 1823 AND FORMED A LOOSELY UNITED CENTRAL AMERICAN FEDERATION.
VENEZ.
Ciudad Bolívar
GUIANA
BOLÍVAR
Bogotá
COLOMBIA
Quito
Guayaquil
ECUADOR
EMPIRE OF BRAZIL
BOLÍVAR
LIBERATOR OF
· VENEZUELA
· COLOMBIA
· ECUADOR
· AND PERU
1812-1825
PERU
Lima
Ayacucho
BOLIVIA
Sucre
BOLIVIA
INDEPENDENCE PROCLAIMED 1825
PARAGUAY
Asunción
SAN MARTÍN
BATTLE OF AYACUCHO DEC. 9, 1824.
ASSURED THE FREEDOM OF SPANISH AMERICA.
UNITED PROVINCES
PARAGUAY
DECLARED INDEPENDENCE FROM SPAIN AND BUENOS AIRES 1810-1811
Mendoza
Chacabuco
Valparaíso
Santiago
Maipú
Buenos Aires
SAN MARTÍN
LIBERATOR OF CHILE AND PERU 1817-1822
CHILE
ARTIGAS
"FATHER OF URUGUAYAN INDEPENDENCE". LED FIGHT AGAINST SPAIN BUT WAS BLOCKED BY JEALOUSY OF BRAZIL AND BUENOS AIRES 1811
BUENOS AIRES
• REPUDIATED JOSEPH BONAPARTE ON MAY 25, 1810.
• INDEPENDENCE OF THE "UNITED PROVINCES OF SOUTH AMERICA" DECLARED ON JULY 9, 1816.

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1. What would be a good title for this map? ______________________________

2. Based on this map, write a one-sentence identification of the following people:

   a. Jose Artigas ____
   ____.

   b. Jose de San Martin ____
   ____.

   c. Simon Bolivar ____
   ____.

3. Based on this map, write the name of the country which controlled each of the following before their independence:

   a. Brazil: ____________________
   b. Haiti: ____________________
   c. Peru: ____________________
   b. Colombia: ____________________
   c. Bolivia: ____________________

4. Write one paragraph explaining why so many revolutions took place in such a short period of time.

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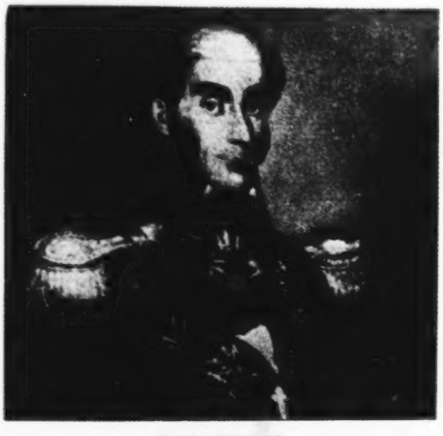
Nationalism in Latin America

It is 1813; you are living in Venezuela, which was controlled by Spain until 1808. In 1808, Napoleon placed his brother Joseph on the Spanish throne. Under Joseph's rule, taxes in the colonies were high and you were not permitted to hold high clerical or governmental offices. Today, you have come to the town square to listen to Simon Bolivar talk about Venezuelan independence.

> "Venezuelans: An army of your brothers...has come to liberate (free) you.
>
> "We are sent to destroy the Spanish...and to reestablish the republican government.... The states defended by our arms are again governed by their former constitutions... in full enjoyment of their liberty and independence, for our mission is designed to break the chains which still imprison some of our towns.
>
> "We are moved by your sufferings which you were forced to experience by the barbarous (uncivilized) Spaniards, who have (taken everything) from you and brought you death and destruction.... They have broken the most solemn agreements; they have committed every manner of crime against Venezuela. Justice demands vengeance (revenge). Let the monsters who infect (our) soul--who have drenched it in blood--be cast out forever; may their punishment be as enormous as the crimes which they have committed upon us, so that we can demonstrate to the world that we cannot be offended without regard.
>
> "Any Spaniard living amongst us, who does not take every action in his power to help us, will be considered a traitor to his nation and will inevitably be shot by a firing squad."



SIMON BOLIVAR

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List five (5) reasons given by Bolivar for his revolutionary action against the Spanish.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

The effect of Bolivar's actions was the liberation of Venezuela. Cite five (5) causes for his revolution.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

Dear Señor Bolivar,

Introduction: ______________________________

____

______________________________.

Body: ______________________________

____

____

______________________________.

Conclusion: ______________________________

______________________________.

(Signed) King Joseph Bonaparte

Welcome to the Congress of Vienna

After the defeat of Napoleon, the rulers of Europe met to make the peace. The meeting was held in Vienna, and Metternich, the chancellor of the Austrian Empire, was its most important leader. Other countries represented were Great Britain, Russia, and Prussia. Let us join them at a meeting.

Castlereagh: There is one thing we can all agree upon. Things have changed in Europe.

Talleyrand: Things, things--I'm not so sure I know what you mean. Aren't we back where we started before the Revolution? Haven't we turned back the clock to the good old days?

Castlereagh: Don't be a fool, Talleyrand. (He raises his voice slightly.) Things can never be the same. We can try, but the French Revolution and Napoleon will always be with us.

Metternich: Don't say that! Thank God, Napoleon is gone. We've shipped him off to Saint Helena. I could not sleep if he were as close as Elba. Put the man on a battlefield and you never know what might happen. He took boys and gave them guns. Somehow he won ten battles in twenty days! That man is dangerous!

Talleyrand: I still have nightmares of Napoleon escaping and rallying the mobs around him once again. Never again will a man rise from nowhere and become an emperor, as Napoleon did. Only those born to be kings may be kings! (Czar Alexander enters the room. He listens to Metternich.)

Metternich: You are right for once, Talleyrand. It was clever of us to choose old Louis, the dead king's brother, to sit on the throne of France. There is no question about his being the legitimate ruler. It was a blessing that there was at least one real Bourbon left in France.

Alexander: Not clever, Metternich--we were not clever at all. We are lucky that Louis happened to be available. The clever thing was to make it look as though the French people were calling Louis back to the throne. What fools they were! Now he is Louis XVIII. Stupidly, he thinks that he was made king of France by the grace of God.

Metternich: He looks like a fool and acts like a fool. But he is the king of France. And that's it. Revolutions are over! There will be no more changes in the governments of Europe. The common people will never rule our nations. They will never be given a chance to get control. We must keep the mob in its place! Legitimacy--inherited rank and privilege--is the answer! We must never forget that!

Castlereagh: I repeat: You cannot turn back the clock! We can try to hold back the hands of the clock. We can try to prevent changes. But gentlemen, the world is not the same. It can never be.

Metternich: (angrily) Wrong again, Castlereagh! We are going to keep things exactly the way they are. We will insist upon it! Everything we have done here in Vienna has one goal: Keep things as they are. The present order will remain forever. We have made revolutions impossible.

Talleyrand: (places a map of Europe on the table) Look at this map of Europe. The countries of our continent are all locked in. There is simply no room for change. No new nations can ever rise. Notice how Italy has been divided into many states; each is weak and helpless. And don't forget how cleverly we've divided Germany! There are now 38 weak states, and they're really controlled by Austria. No, there will never be a united Germany!

Castlereagh: I wonder--are we really all that clever--Belgium ruled by Holland, Norway ruled by Sweden? Do you honestly think that all of this is going to last forever?

Alexander: (in a commanding voice) Gentlemen, I have a simple suggestion that will make all of this last forever. We must protect our thrones through definite action. I hear too much talk about how things can never change. To prevent revolutions, I propose a Holy Alliance of the kings of Europe. Let the people try to revolt. We will crush them without a second thought! We must be sure of ourselves. We must work together. We must fight together to keep things from changing!

(Talleyrand and Metternich seem pleased and excited by Alexander's suggestion. Castlereagh's expression does not change.).....

****

From Henry Abraham and Irwin Pfeffer, *Enjoying World History* (New York: Amsco School Publications, Inc. 1977), pp. 159-161.

The three statements below indicate the attitudes of some of the participants at the Congress of Vienna towards Napoleon.

Castlereagh: "...the French Revolution and Napoleon will always be with us."

Talleyrand: "Only those born to be kings may be kings!"

Metternich: "Revolutions are over! There will be no more changes in the governments of Europe."

1. In your own words, write a sentence giving the meanings of the quotations above.

Castlereagh: ____________________

Talleyrand: ____________________

Metternich: ____________________

2. Castlereagh appears to be in disagreement with Talleryrand and Metternich. Select a sentence from the play that shows this.

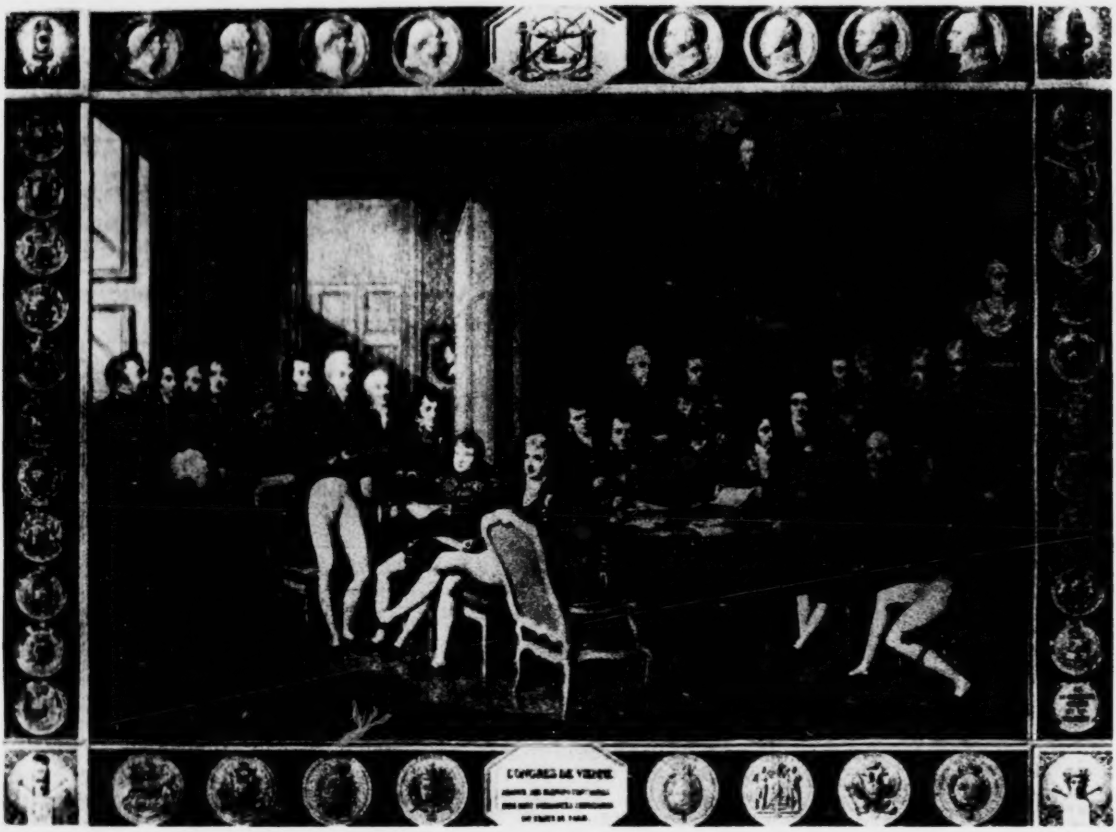
3. Explain what the personalities in the play meant by the following statements:

Castelreagh: "Don't be a fool, Talleyrand, things can never be the same!"

Talleyrand: "Haven't we turned back the clock to the good old days?"

Alexander: "We are lucky Louis happened to be available."

4. WRITING ACTIVITY: In your own words, write a short paragraph describing one of the personalities present at the Congress of Vienna. Include an explanation of that person's position.



Metternich stands prominently at left. Castlereagh sits with legs crossed. Talleyrand is seated at the right.

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Global Times

"BIG CHANGES PROMISED" – CONGRESS OF VIENNA

CARLSBAD DECREE SEEN AS MODEL FOR PREVENTING REVOLUTION

The German states enacted the Carlsbad decrees in 1819.

"All the books and writing destined to be published in our states will be subject to ... censorship ... and can neither be printed nor sold without permission given in writing.

"...Its object is to prevent whatever is contrary to the principles of religion in general ... to avert whatever might tend to compromise (expose to risk) the safety...of the states of the German Confederation.

"...The censorship of newspapers ... is under the supreme direction of our ministry for foreign affairs. All the other objects of censorship are under the superintendence of the police department, of the ministry of the interior....

"...The Sovereign shall (choose) for each university ... (a special) commissioner...

"The duty of this commissioner shall be to watch over ...the laws and disciplinary regulations, to observe carefully the spirit with which the professors and tutors are guided in their public and private lectures; ... and to devote ... attention... to the maintenance of morality, good order, and decency among the youths."

From Great Britain, *Annual Register, 1819*, pp. 157-159, cited in Louis L. Snyder, *Panorama of the Past*, Vol. II (Boston, Mass.: Houghton Mifflin Co., 1966), pp. 117-118.

OLD RULING FAMILIES BACK

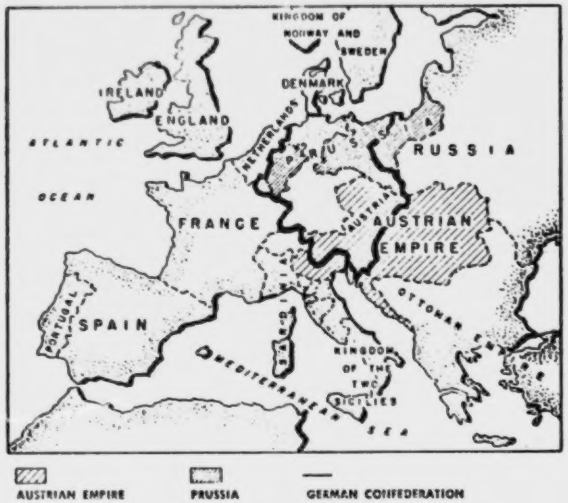
LOUIS XVI's BROTHER BECOMES FRENCH KING

HOUSE OF ORANGES RULES HOLLAND AGAIN

BOURBON RULERS RETURN TO SPAIN

ITALY GETS BACK HAPSBURG PRINCE

NEW MAP OF EUROPE


KINGDOM OF NORWAY AND SWEDEN
IRELAND
DENMARK
ENGLAND
NETHERLANDS
PRUSSIA
RUSSIA
ATLANTIC OCEAN
FRANCE
AUSTRIA
AUSTRIAN EMPIRE
PORTUGAL
SPAIN
OTTOMAN EMPIRE
SARDINIA
KINGDOM OF THE TWO SICILIES
MEDITERRANEAN SEA
▨ AUSTRIAN EMPIRE
▭ PRUSSIA
— GERMAN CONFEDERATION

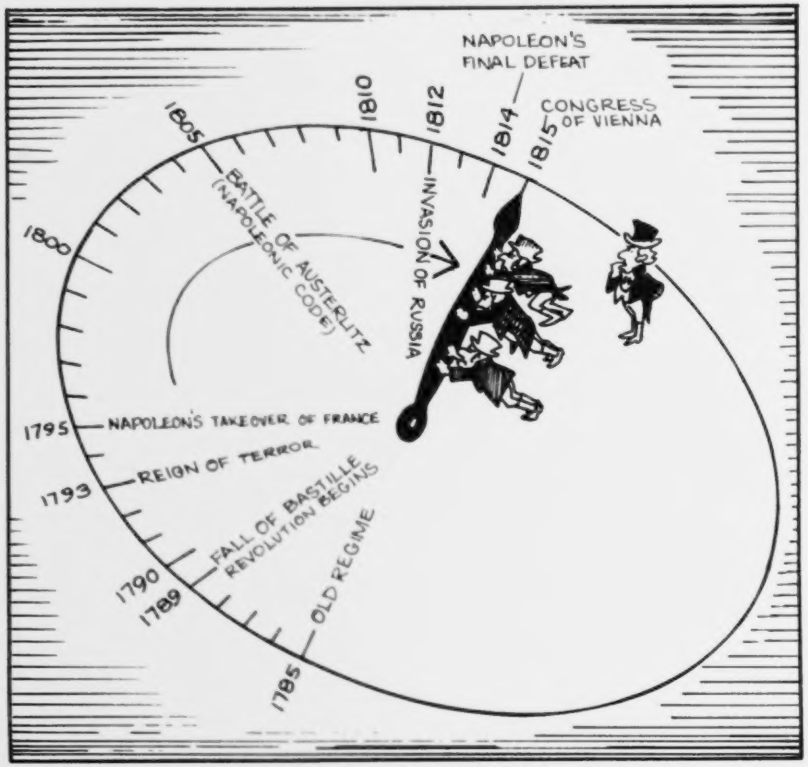
These countries helped defeat Napoleon and were rewarded by the Congress of Vienna. Norway was given to Sweden; Finland and part of Poland were turned over to Russia; Prussia got Swedish Pomerania, part of Saxony and territory on the Rhine; Holland got Belgium from Austria; Austria got the Tyrol and two Italian states. England got Malta, Ceylon and the Cape of Good Hope.

From Milton J. Belasco, *Basic World History* (New York: Cambridge Book Co., 1969), p. 195. "Out of Print"

Global Times

METTERNICH'S PLAN

In 1815, after Napoleon's defeat at Waterloo, the victorious powers met at Vienna, Austria to make sure that a man like Napoleon would never rise again. Prince Metternich, the chancellor of the Austrian Empire, was the most important leader at the Congress of Vienna. Representatives of England, Prussia and Russia were the other most important participants.


NAPOLEON'S FINAL DEFEAT
CONGRESS OF VIENNA
1785
1789
1790
1793
1795
1800
1805
1810
1812
1814
1815
OLD REGIME
FALL OF BASTILLE REVOLUTION BEGINS
REIGN OF TERROR
NAPOLEON'S TAKEOVER OF FRANCE
BATTLE OF AUSTERLITZ (NAPOLEONIC CODE)
INVASION OF RUSSIA

From Henry Abraham and Irwin Pfeffer, *Enjoying World History* (New York: Amsco School Publications, Inc., 1977), p. 163.

LETTERS TO THE EDITOR:

I was very interested in the cartoon that appeared in your newspaper. I believe

____

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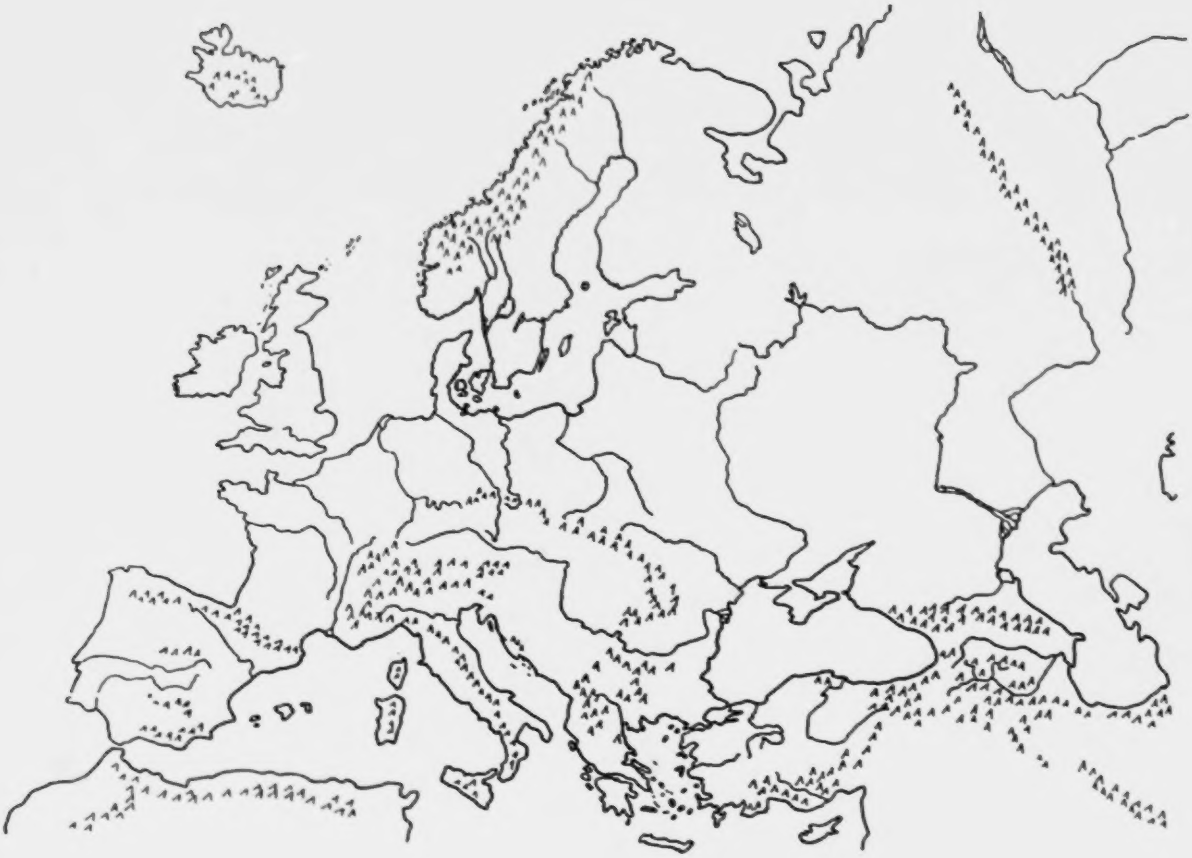
____

Prince Metternich, Austria

Map of Europe



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Waves of Revolutions

Waves of Revolutions, 1815-1848

Date	Country	Cause	Outcome
Before 1820	Spain's colonies in Central and South America	To gain independence from Spain.	Succeeded, largely because of the protection of Great Britain and the United States.
1820	Spain	To overthrow the reactionary king Ferdinand VII, who was sending troops to reconquer Latin America.	Crushed by a French army acting for the four-power alliance.
	Kingdom of the Two Sicilies (in southern Italy)	To overthrow a reactionary ruler.	Crushed by Austria, which was acting for the four-power alliance.
1823-1829	Greece	To gain independence from the Turkish Empire.	Succeeded because of help from Russia, Great Britain, and France.
1830	France	To overthrow the reactionary Charles X, brother of Louis XVI and XVIII.	Established a limited monarchy under Louis Philippe, cousin of Charles X.
	Belgium	To gain independence from Holland.	Succeeded because of the support of Great Britain and France.
	Poland	To gain independence from Russia.	Crushed by the Russian army.
	Some states of Italy and Germany	To overthrow reactionary rulers and to gain reforms.	Crushed by local authorities with help from Austria and Prussia.
1848	France	To overthrow Louis Philippe, who ruled for the rich.	Established France's Second Republic.
	Austria	To win reforms.	Metternich fled. Emperor Ferdinand I left his throne. The new emperor, Francis Joseph, promised reforms.
	Hungary, Bohemia	To win independence from Austria.	Crushed with Russian help.
	Prussia	To gain reforms.	A few reforms were made, including the election of a Diet (legislature)
	Germany	To unite the country.	Failed after King Frederick William IV of Prussia refused to accept the crown of a united Germany.
	Italy	To overthrow reactionary rulers and to drive out the Austrians who supported them.	Crushed by Austria.

From Sidney Schwartz and John R. O'Connor, *Inquiry: Western Civilization: Democracy and Nationalism* (New York: Globe Book Co., Inc., 1976), pp. 56-57.

Greek Independence

Assume that you are a Greek citizen. For many years your country was controlled by Turkey. Your country has declared its independence today. The following is a proclamation which has been posted all over the country.

Greek National Assembly: Proclamation of Independence

"We who live today among the enlightened and civilized nations of Europe...find it no longer possible to suffer the cruelties of Ottoman (Turkish) power.... After this prolonged slavery we have determined to take arms to avenge ourselves and our country against a frightful tyranny.

"...The war which we are carrying on against the Turk...is a national war, a holy war, a war the object of which is to reconquer the rights of individual liberty, of property and honor...rights which other civilized people of Europe enjoy today; rights which the Ottomans have taken from us.

"...We have begun a war against the Turks; uniting all our strength, we have formed ourselves into a single army. Our goal is to govern ourselves. We believe it is better to gain our freedom in death than to live as slaves."

DIRECTIONS

Each reading has a main idea and a number of facts that support the main idea. In space "A" below, write (in your own words) the main idea of the Greek National Assembly's Proclamation of Independence. In spaces "B" and "C", write two facts used to support the main idea.

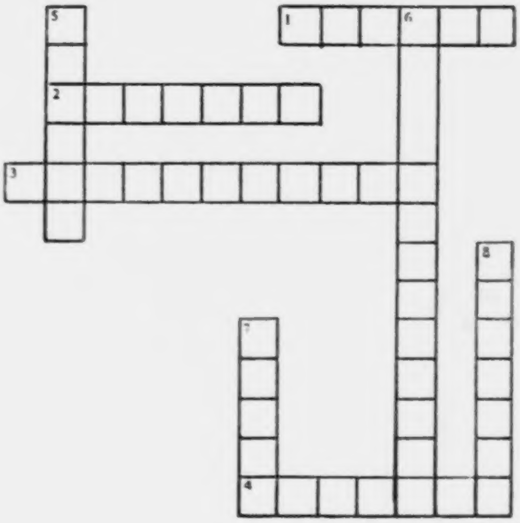
(Space A: Main Idea)

(Space B: Supporting Fact)

(Space C: Supporting Fact)

PUZZLE DIRECTIONS

After reading the worksheet, complete the puzzle below. Use the clues provided below.



ACROSS

1. Continent where western civilization was born
2. Freedom and independence
3. Devotion to the interests of a particular country
4. The state of bondage

DOWN

5. Name for ancient Greece
6. Name for part of the world controlled by Turkey
7. Oppressors of the Greeks
8. Cruel, oppressive government

WRITING ACTIVITY

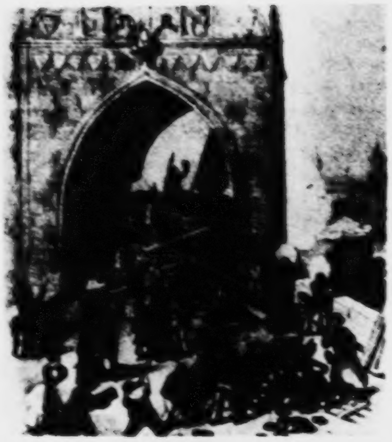
Imagine this is 1821, and you are writing a letter to your parents. Complete the letter that follows, including three reasons for your decision.

February 9, 1821

Dear Mom and Dad,

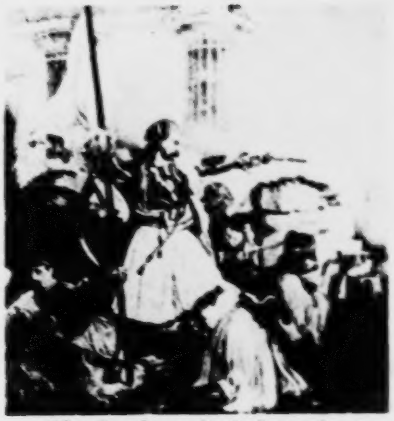
I have left to join an army of Greeks to fight the Turks because

When France Sneezes



A barricade in Prague

Reprinted with permission of the Embassy of the Czechoslovak Socialist Republic.



The Greek war for independence

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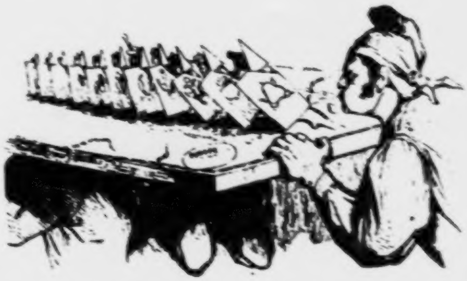

From T. Walter Wallbank and Arnold Schrier, *Living World History* (Glenview, Ill.: Scott, Foresman and Co., 1982), p. 435.

Street fighting in Berlin

Reprinted with permission of Staatsbibliothek/Germany.

The soldiers found it difficult to fire as the unseen enemy unleashed a barrage of rocks, pots and furniture.

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Causes of a Revolution (1848)

CONDITIONS: 1815-1848	COUNTRY
INDUSTRIALIZATION:	
Light	○ △
Medium	⬡ □
Heavy	■ ●
GROWTH OF CITIES	○ △ ⬡ □ ● ■
GOVERNMENTS CRUSH:	
Demands for Liberties	△ ⬡ □ ▲ ⬢ ■
Demands for Independence	○ ⬡ □
CONDITIONS: 1848	
INDUSTRIAL OR TRADE SLUMP	○ △ ⬡ □ ● ▲ ⬢ ■
BAD HARVESTS	○ △ ⬡ □ ● ▲ ⬢ ■
DISEASE	○ △ ⬡ □ ● ▲ ⬢ ■
REVOLUTION: 1848	○ △ ⬡ □

KEY

□ Hapsburgh Empire
○ German Confederation
△ France
⬡ Italy
■ Belgium
● Britain
▲ Russia
⬢ Spain

1. What is the heading of the first column? ____________________

   the second column? ____________________

2. List one country which was heavily industrialized between 1815-1848 ____________________

3. Name two countries in which government crushed demands for independence:

   ____________________ ____________________

4. Which two countries did not experience a growth of cities between 1815-1848?

   ____________________ ____________________

5. In two sentences, describe how this chart explains the Revolution of 1848:

   ____

   ____

   ____

   ____

   ____

   ____

Nature of the Revolution

Imagine how TV would have covered revolutionary Europe. (While the script is imaginary, the accounts come from primary sources.)

The time: 1848

Announcer: Revolution is the order of the day in Europe. Now to John Tancy in Paris.

Tancy: This revolution has been the most extensive and most singular occurrence in our history and perhaps in any other; during four days more than a hundred thousand men were engaged in it. Women took part in it as well as men. While the latter fought, the former prepared and carried ammunition, and when at last the time had come to surrender, the women were the last to yield.

Now to Tom Throwcraw in Berlin.

Throwcraw: Thank you, John.

At eleven in the morning I found the city perfectly quiet and cheerful enough....About half-past one the king appeared....A gentleman was with him who said with a loud voice, "It shall be the king's will that there shall be a constitution with the most liberal (democratic) basis to include all German countries."...I saw the people embracing one another and crying for joy....

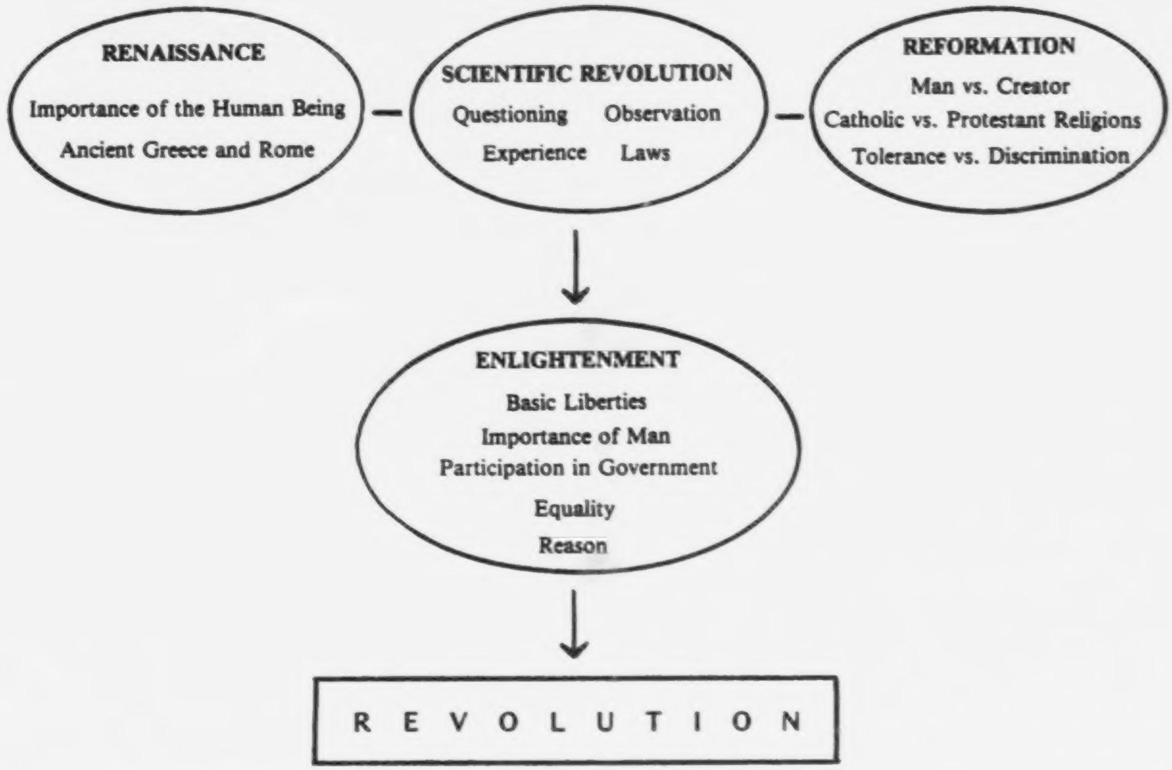
Then came catastrophe....Two shots were fired by the soldiers on the crowd at the Long Bridge. The king always claimed that the guns went off by accident....At one moment, everybody was rejoicing and a few minutes later all was changed to screams of rage and cries for revenge.... The church doors were broken open....At every corner people gathered, young and old, of high and low degree, to build barricades....All were equal; two men would be seen dragging a beam, one a workman with a torn shirt and the other a well-dressed gentleman. Even women and children took part; the unity which prevailed in the effort was marvelous.

Announcer: Another country where revolution may be only days, hours, or minutes away is Belgium. Let's go to Barbara Warren in Brussels.

Warren: Belgium has never been more prosperous than since its union with Holland. The king who ruled it was, moreover, a man of sound head. But William was a thorough Dutchman at heart. He favored the Dutch in the distribution of public employment....Add to this the fact that the two people did not speak the same language; did not profess (believe) the same religion; did not have the same customs and manners; that the four million Belgians sent fewer representatives to Parliament than the two million Dutch; that William had insisted upon the use of one common language (Dutch) in public documents....

Announcer: Thank you, Barbara Warren. And that's our report from Europe where momentous events are taking place these days.

Revolutionary Ideas



RENAISSANCE
Importance of the Human Being
Ancient Greece and Rome

SCIENTIFIC REVOLUTION
Questioning Observation
Experience Laws

REFORMATION
Man vs. Creator
Catholic vs. Protestant Religions
Tolerance vs. Discrimination

ENLIGHTENMENT
Basic Liberties
Importance of Man
Participation in Government
Equality
Reason

REVOLUTION

RATING	HISTORICAL PERIOD	IMPACT ON THE ERA OF REVOLUTIONS
	RENAISSANCE	
	REFORMATION	
	SCIENTIFIC REVOLUTION	
	ENLIGHTENMENT	

Nationalistic Feelings in Germany

Shortly after revolution broke out in France, news of this sudden uprising reached Germany, arousing nationalistic feelings there. A German student, Carl Schurz, wrote the following account:

> One morning toward the end of February, 1848, I sat quietly in my attic chamber...when suddenly a friend rushed breathlessly into the room, exclaiming, "Why are you sitting here? Do you not know what has happened?"
>
> "No, what?"
>
> "The French have driven away Louis Philippe and proclaimed the Republic!"
>
> I threw down my pen...we tore down the stairs...to the market square, the meeting-place for all the student societies. What did we want there? This probably no one knew, but since the French had driven away Louis Philippe and proclaimed the Republic, something, of course, must happen here too.
>
> The next morning, there were the usual classes to be attended.... At last we closed our notebooks...and went away, driven by a feeling that now we had something more important to do --to devote ourselves to the fatherland.... Now the day had arrived for the establishment of "German Unity" and the founding of a great, powerful national German Empire. Republican ideas were at first expressed very little; but the word "democracy" was soon on all tongues.... Like many of my friends, all that was on my mind was that at last the great opportunity had arrived for giving to the German people the liberty which was their right and to the German fatherland its unity and greatness; and that now it was the first duty of every German to do and to sacrifice everything for this sacred object.

The article above describes the changes which occurred in Germany as a result of revolution breaking out in France. In the chart below, write three sentences which describe the changes which took place. Place a check next to the one which you consider most important for the eventual unification of Germany.

____ 1.	____ ____
____ 2.	____ ____
____ 3.	____ ____

Adapted from Carl Schurz, *The Reminiscences of Carl Schurz* (New York: McClure Press, 1907-1908), Vol. 1, pp. 111-113, cited in Geoffrey Bruun, *Revolution and Reaction, 1848-1852* (Princeton, N.J.: D. Van Nostrand Co., Inc., 1958), pp. 125-127.

German Revolutionary Poster

Vive La République

LONG LIVE THE REPUBLIC

LIBERTY, EQUALITY, FRATERNITY

Hurrah for

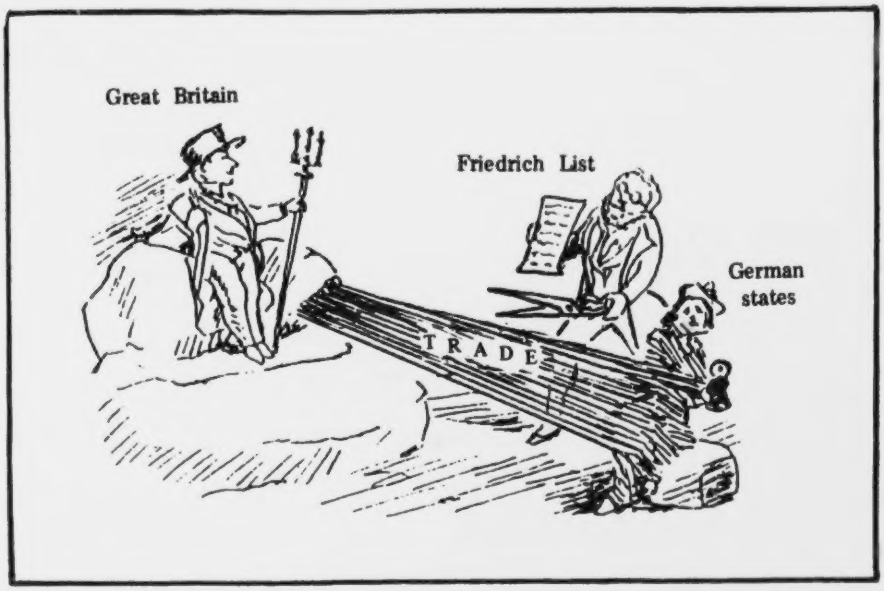
THE REPUBLIC

Large **Republican mass meeting** will be held in the park on Monday, April 3rd at 4 PM in honor of the **Great European Revolution.**

(Speeches will be made in German, English, and French.)

Adapted from Martin Booth, *Bismark* (St. Paul, Minn.: Greenhaven Press, Inc., 1980), p. 23.

Breaking the Ties That Bind


Great Britain
Friedrich List
German states
TRADE

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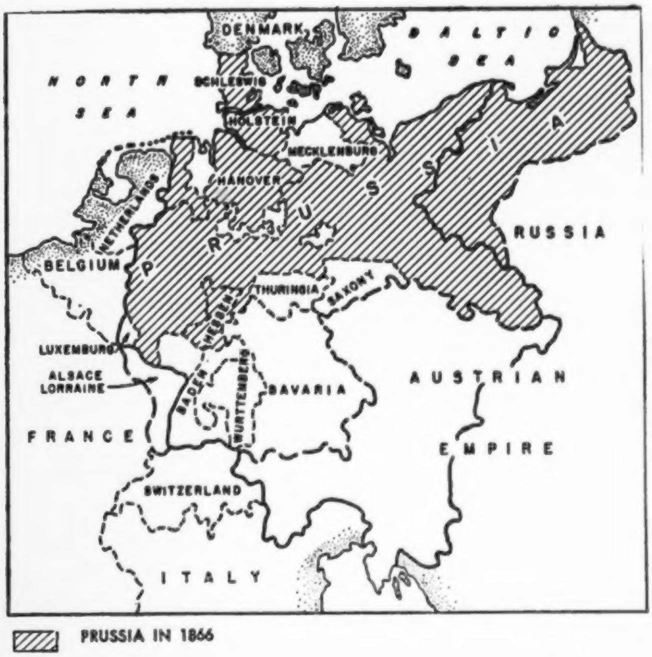
German States (1862)

Otto von Bismarck was the man who eventually brought about German unification. When Bismarck became the chief minister of the Prussian parliament in 1862, the map of Germany looked like the one below.


DENMARK
BALTIC SEA
NORTH SEA
SCHLESWIG
HOLSTEIN
MECKLENBURG
HANOVER
NETHERLANDS
PRUSSIA
RUSSIA
BELGIUM
THURINGIA
SAXONY
HESSEN
LUXEMBURG
ALSACE LORRAINE
BADEN
WURTTEMBERG
BAVARIA
AUSTRIAN EMPIRE
FRANCE
SWITZERLAND
ITALY
PRUSSIA IN 1866

From Milton J. Belasco, *Basic World History* (New York: Cambridge Book Co., 1969), p. 285. "Out of Print"

Global Times: Bismarck

Global Times

GERMAN UNIFICATION COMPLETE

Rating____ (1864)

WAR OVER! PRUSSIA, AUSTRIA, DEFEAT DENMARK

- Bismark, Father of Prussia-Austria Alliance, Hero
- Prussia And Austria Quarrel Over Control Of Schleswig And Holstein

"The great questions of the day will not be decided by speeches and resolutions of majorities... but by blood and iron."

Bismarck

Rating____ (1866)

PRUSSIA VICTORY COMPLETE!

- Defeats Austria in Seven-Week War
- Victors Gain Schleswig-Holstein
- Bismarck Urges Kindness Toward Austrian Foes

"If Austria was injured, she would become the friend of France (our enemy)."

Bismarck

From Frank A.J. Butler, *Otto Van Bismark, the Man the the Statesman*, Vol. I (London, 1898), pp. 315-322.

Rating____ (1867)

BISMARCK ANNOUNCES FORMATION OF NORTH GERMAN CONFEDERATION

- Twenty-one German States United
- Prussian Control Assured
- Austria Out

"If Germany is faced with the choice between Einheit (Unity) or Freiheit (Freedom), it must choose the former."

Bismarck

From Marvin Perry, *Man's Unfinished Journey* (Boston, Mass.: Houghton Mifflin Co., 1978), p. 498.

Rating____ (1871)

FRANCE AND PRUSSIA AT WAR!

- Fighting Begins After Bismarck Alters Telegram
- South German States Join Prussia in Effort to Defeat France

"After I read my version of the Ems telegram to my guests, one said, "The real telegram sounded like a discussion between the king and the French ambassador. Yours is like a flourish of trumpets in answer to a challenge. We must fight. Success depends on the impression that we should be the ones attacked and that we are courageously meeting the threat of France."

Bismarck

From Peter G. Kontos, *Patterns of Civilization: Europe* (New York: Cambridge Book Co., 1973), p. 313. "Out of Print"

Rating____ (1871)

FRANCE SURRENDERS!

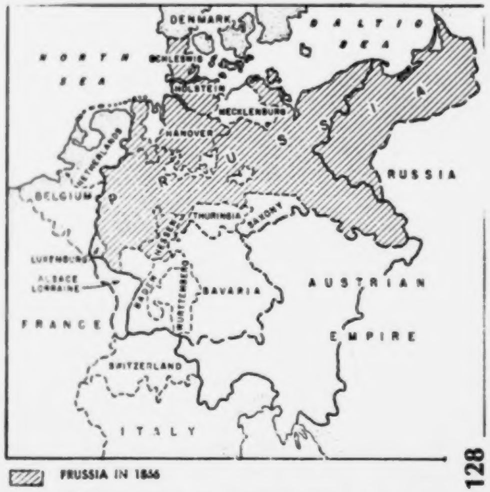
- Germany United In Empire
- Bismarck Made Chancellor
- Wilhelm Emperor

"In order that German patriotism should be effective and active, it needs a prince on whom it can concentrate its attachment."

Bismarck

From Frank A.J. Butler, *Otto Van Bismark, the Man the the Statesman*, Vol. I (London, 1898).

Map of German States (1862)


DENMARK
BALTIC SEA
NORTH SEA
SCHLESWIG
HOLSTEIN
MECKLENBURG
HANOVER
NETHERLANDS
PRUSSIA
RUSSIA
BELGIUM
THURINGIA
SAXONY
HESSEN
LUXEMBOURG
ALSACE LORRAINE
BADEN
WURTTEMBERG
BAVARIA
AUSTRIAN EMPIRE
FRANCE
SWITZERLAND
ITALY
▨ PRUSSIA IN 1866

From Milton J. Belasco, *Basic World History* (New York: Cambridge Book Co., 1969), p. 285. "Out of Print"

Order the Headlines

DIRECTIONS

Number the headlines in their correct order. For each headline, list two (2) effects that are associated with the headline. Some have been done for you.

HEADLINE	SEQUENCE	EFFECTS
** AUSTRIA LOSES SEVEN WEEK WAR **	____	1. Schleswig-Holstein to Prussia 2. Bismarck urges kindness toward Austria
** FRANCE AND PRUSSIA AT WAR **	____	1. ____ 2. ____
** NORTH GERMAN CONFEDERATION FORMED **	____	1. ____ 2. ____
** PRUSSIA DEFEATS DENMARK **	____	1. ____ 2. ____
** FRANCE SURRENDERS **	____	1. Germany united 2. Bismarck made Chancellor

WRITING ACTIVITY

You are a reporter covering any of the above events. Using any one of the headlines, write a paragraph that describes your experiences at that moment in history.

____

____

____

____

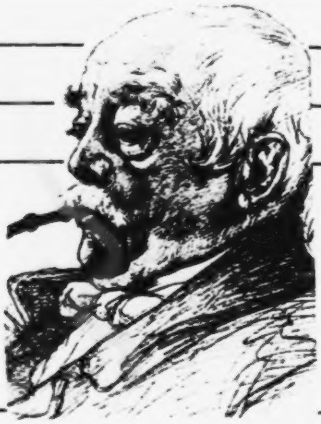
____

____.

Bismarck: Dead

VIENNA (AUSTRIA) NEWS

COPENHAGEN (DENMARK) PRESS

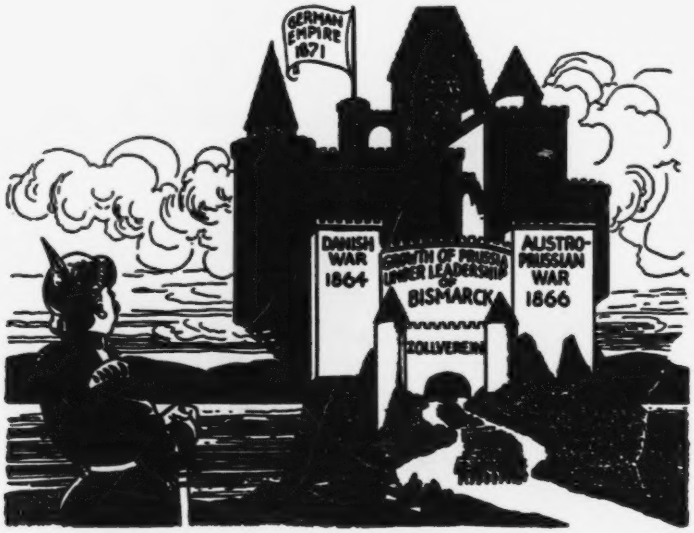


BERLIN (GERMANY) STAR

PARIS (FRANCE) SUN

Reprinted with permission of New York Public Library Picture Collection.

Cartoon: German Empire


GERMAN EMPIRE 1871
DANISH WAR 1864
GROWTH OF PRUSSIA UNDER LEADERSHIP OF BISMARCK
AUSTRO-PRUSSIAN WAR 1866
ZOLLVEREIN

From Philip Dorf, *World History* (New York: Sadlier Oxford, 1966), p. 196.

Answer the following questions:

1. Who is the person in the cartoon? ____________________

2. What does the building represent? ____________________

3. How are the parts of the building and the grounds labeled?	How did each of these parts help build the German Empire?
a. ____________	a. ____________
b. ____________	b. ____________
c. ____________	c. ____________
d. ____________	d. ____________
e. ____________	e. ____________
f. ____________	f. ____________
g. ____________	g. ____________
h. ____________	h. ____________

Use an asterisk (*) to indicate the most important step in the building of the German Empire.

4. What is the meaning of this cartoon? ______________________________.

5. What would be a good title for this cartoon? ________________________

____

6. List the lessons that contemporary leaders could learn from the way Bismarck united Germany.

Dropping the Pilot

From Peter G. Kontos, *Patterns of Civilization: Europe* (New York: Cambridge Book Co., 1973), p. 314. "Out of Print"

- Identify the characters depicted in the cartoon by matching each letter in column 1 with the correct name in column 2.

1	2
A	Otto von Bismarck
B	Prussia
C	Kaiser Wilhelm
	German Empire

- In two sentences, explain the caption of the cartoon. ______________

______________________. ______________________________________.

- Do you think the cartoonist favored the dismissal of Bismarck? _______

- Why do you think Bismarck was dropped as chancellor? How would you find this information? How would you feel if you were Bismarck?

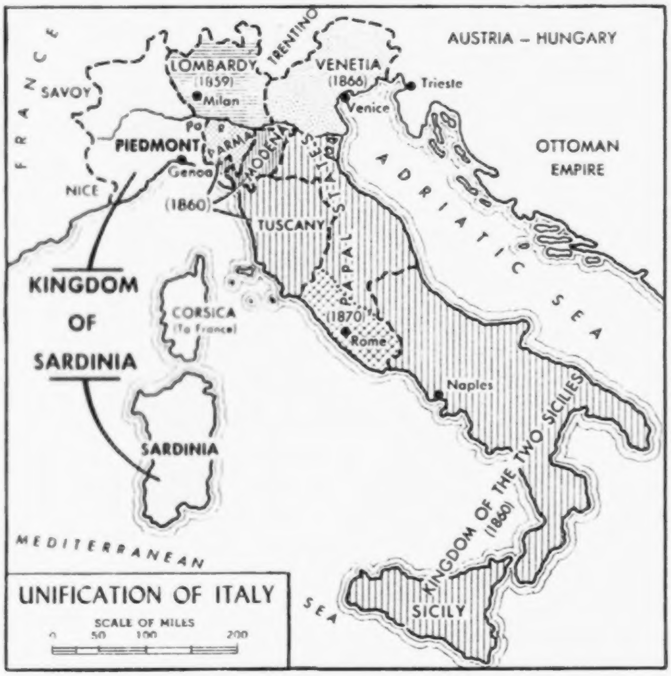
____.

____.

____.

Unification of Italy

If you had been attending school in Italy in 1858, a map like the one below might have hung at the front of the room. While the names of the cities and the familiar boot shape might lead you to believe that they were all in the same country--Italy--you would be wrong. Examine the map and answer the questions below:


FRANCE
SAVOY
NICE
LOMBARDY (1859)
Milan
TRENTINO
VENETIA (1866)
Venice
Trieste
AUSTRIA – HUNGARY
OTTOMAN EMPIRE
Po R.
PIEDMONT
Genoa
PARMA
MODENA
(1860)
TUSCANY
PAPAL STATES
(1870)
Rome
Naples
ADRIATIC SEA
KINGDOM OF SARDINIA
CORSICA (To France)
SARDINIA
KINGDOM OF THE TWO SICILIES (1860)
SICILY
MEDITERRANEAN SEA
UNIFICATION OF ITALY
SCALE OF MILES
0 50 100 200

- What can you learn from this map? ____________________

- Name five countries which made up Italy before 1859. ____________

  ____________ ____________ ____________ ____________

- In which year was the greatest amount of land added to Italy? ______

- Identify the countries on the Italian peninsula in which the following famous cities were located (before 1859):

  Rome ____________ Florence ____________ Milan ____________

  Venice ____________ Genoa ____________

- Why would it have been incorrect to refer to the Italy on the map as a country?

  ____

  ______________________________.

- In what ways does this map indicate that Italy had many of the ingredients which go into the making of a nation?

  ____

  ______________________________.

Reprinted with permission of Nathaniel Platt and Muriel Jean Drummond, © 1975, 70-01 113th Street, Forest Hills, New York 11375.

Mazzini's Conversion to Nationalism

One Sunday in April 1821, while I was yet a boy, I was walking in the streets of Genoa with my mother. The Piedmontese revolution had just been crushed; partly by Austria, partly through treachery of the new king, Carlo Felice, who asked for Austrian troops to put down the rebellion, and partly through the weakness of its leaders, who did not resist the attack.

The revolutionists, seeking safety by sea, had flocked to Genoa, and, lacking the funds to continue their struggle, they went about seeking help to enable them to cross into Spain, where the revolution was yet triumphant. I went looking for them from amongst our own people.

Presently we were stopped and addressed by a tall black-bearded man, with a fiery glance that I have never since forgotten. He held out a white handkerchief towards us, merely saying, for the refugees of Italy. My mother dropped some money into the handkerchief, and he turned from us to put the same request to others. I afterwards learned his name. He was one Rini, a captain in the National Guard, which had been organized at the beginning of the movement. He died--as so many of ours have perished--for the cause of the liberty of Spain.

That day was the first in which a confused idea came to my mind--I will not say of country, or of liberty--but an idea that we Italians could and therefore ought to struggle for the liberty of our country. I had already been unconsciously educated in the worship of equality by the democratic principles of my parents, who looked at all people, high or low, as the same. Whatever the position of the individual, they simply regarded the man. And my own feelings towards liberty were fostered by constantly hearing my father and the friend already mentioned speak of the recent republican era in France; by the study of the works of Livy and Tacitus, which my Latin master had given me to translate; and by certain old French newspapers, which I discovered half-hidden behind my father's medical books. Amongst these were some of the publications belonging to the period of the French Revolution.

But the idea that I too must bear my part in the struggle for my country, flashed before my mind on that day for the first time, never again to leave me. The remembrance of those refugees stayed with me wherever I went by day, and mingled with my dreams by night. I began collecting names and facts, and studied, as best I might, the records of that heroic struggle, seeking to learn the causes of its failure.

In the midst of the noisy, hectic life of the students of the university around me, I was concerned and absorbed, and appeared like one suddenly grown old. I decided to dress always in black, as if in mourning for my country. Jacopo Ortis happened to fall into my hands at this time, and the reading of it became a passion with me. I learned it by heart. Matters went so far that my poor mother became terrified that I would commit suicide.

Reprinted by permission of the publisher, from The Western Tradition from the Renaissance to the Present, Third Edition by Eugen Weber (Lexington, Mass.: D.C. Heath and Company, 1972), pp. 673-675.

- Complete the following exercise by numbering the statements in the correct order in which they appeared in the story. Number them 1,2,3, or 4. (Note: These statements may differ slightly from ones in the story.)

_____ I had a natural interest in the idea of liberty after reading publications about the French Revolution.

_____ I met a tall, bearded man who fought with the Piedmontese revolutionaries.

_____ I always dressed in black as if in mourning for my country.

_____ I can't get the sight of the refugees out of my mind.

- Indicate which of the following statements are fact (write an "F,") and which are opinion (write an "O").

_____ He was one Rini, a captain in the National Guard, which had been organized at the beginning of the movement.

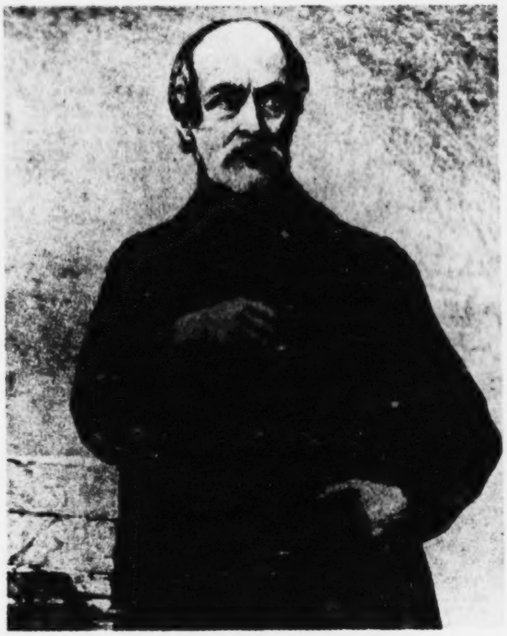
_____ The Piedmontese revolution had just been crushed; partly by Austria, partly through treachery, and partly through the weakness of its leaders.

_____ My parents looked at all people, high or low, as the same.

_____ I read publications belonging to the era of the French Revolution.

Italian Leaders

Public monuments dedicated to honor the fathers of Italian unification might look like the ones that follow.



Mazzini

From Leonard F. James, ***Western Man and the Modern World: Industrialism, Imperialism and War*** (New York: Pergamon Press, 1973), p. 39.

GIUSEPPE MAZZINI

The "Soul of Italy"; founded Young Italy, a society dedicated to unifying Italy; Mazzini authored the following oath of the Society:

In the name of God and of Italy;

In the name of those who died in the holy Italian cause, killed by foreign and Italian tyrants;

By the duties that tie me to the land in which God has placed me, and to the brothers whom God has given me;

By the hatred I have for evil, injustice, and dictatorship;

By the embarrassment I have when I stand before the citizens of other lands, to know that I have no rights of citizenship, no country, and no national flag;

By the memory of our former greatness; and the sense of our present low condition;

By the tears of Italian mothers for their sons dead on the scaffold, in prison, or in exile;

By the suffering of the millions--

I, ____________, believe in the mission given by God to Italy, and in the duty of every Italian to try to fulfill it. I am sure that where God has decided that a nation shall be, He has given the power to create it. The people are the holders of that power. In the people lies the secret of victory.

I give my name to Young Italy, an association of men having the same faith, and swear:

To devote myself wholly and forever to make Italy one free, independent, republican nation;

To promote by every means in my power--whether by written or spoken word, or by action--the education of my Italian brothers towards the aim of Young Italy;

To obey all instructions given me by those who represent with me the union of my Italian brothers;

To keep the secret of these instructions, even at the cost of my life;

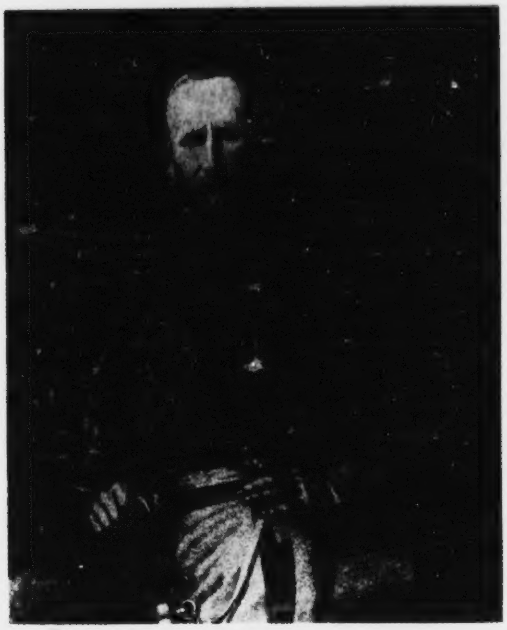
To assist my brothers of the association both by action and counsel--

NOW AND FOREVER.

This do I swear. I call down on my head the anger of God, the hatred of man, and the disgrace of a perjurer (liar), if I ever betray the whole or a part of this oath.

Adapted from Joseph Mazzini, *His Life, Writings, and Political Principles*, pp. 72-74, cited in Sidney Schwartz and John R. O'Connor, *Inquiry: Western Civilization: Democracy and Nationalism* (New York: Globe Book Co., Inc., 1976), p. 79.

GIUSEPPE GARIBALDI



Garibaldi

From Leonard F. James, ***Western Man and the Modern World: Industrialism, Imperialism, and War*** (New York: Pergamon Press, 1973), p. 39.

The "Sword of Italy," was the leader of the Red Shirts (the volunteer army). A major step towards Italian unification was the invasion of Sicily and Southern Italy. Prior to the invasion, Garibaldi made this announcement:

> Italians! The Sicilians are fighting against the enemies of Italy for Italy. It is the duty of every Italian to help them with words, money, and arms, and above all, in person....Left to themselves, the brave Sicilians will have to fight not only the paid soldiers of the Bourbons, but also those of Austria and the Priest of Rome. Let those living in the free provinces lift their voices in behalf of their struggling brethern, and convince their brave youth to enter the conflict....
>
> The brave man finds an army everywhere. Listen not to the voice of cowards, but arm, and let us fight for our brethren, who will fight for us tomorrow.... To arms! Let me put an end, once for all, to the miseries of so many centuries. Prove to the world that it is no lie that Roman generations inhabited this land.
>
> (Signed) G. Garibaldi

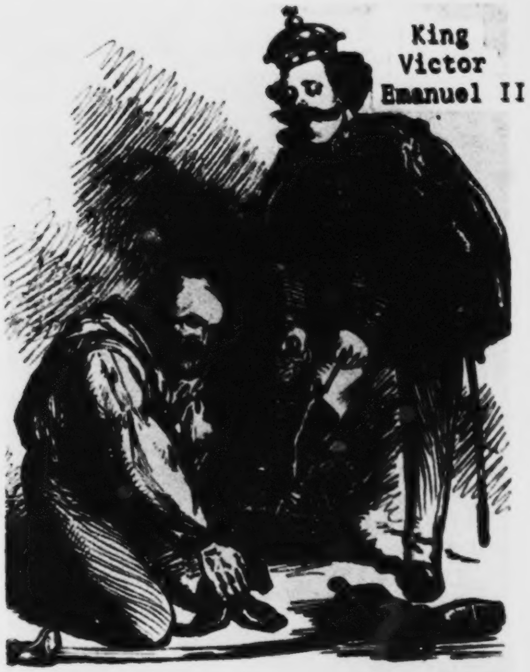
COUNT CAMILLO DI CAVOUR

From Sidney Schwartz and John R. O'Connor, *Inquiry: Western Civilization: Democracy and Nationalism* (New York: Globe Book Co., Inc., 1976), p. 80.

The "Brains of Unification," was the Prime Minister of Sardinia.

1850	Prime Minister of Sardinia.
1853-1856	Di Cavour aligned Sardinia with Britain and France against Russia in the Crimean War in return for French promise of aid in case of war with Austria.
1859	Di Cavour led Sardinia into war with Austria; Napoloen II's France joined the war as a friend of Sardinia, which took Lombardy. Di Cavour's action encouraged successful revolts against Austria in Tuscany, Modena, and Parma--all three voted to become part of Italy.
1861	Di Cavour sent an army against the French in a battle over the Papal states. New victory added an important piece of territory to Italy.

Right Leg in the Boot at Last



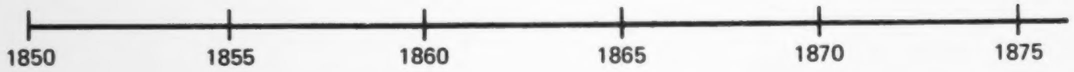
RIGHT LEG IN THE BOOT AT LAST.

GARIBALDI. "IF IT WON'T GO ON, SIRE, TRY A LITTLE MORE POWDER."

From Leonard F. James, *Western Man and the Modern World: Industrialism, Imperalism and War* (New York: Pergamon Press, 1973), p. 42.

Timeline

Write the letter of each event in the correct place on the timeline. Then, write the exact date of the event above the letter.



A. the Two Sicilies joined the Kingdom of Sardinia
B. war between Austria and Sardinia began
C. Venetia joined Italy
D. Cavour became prime minister of Sardinia
E. Victor Emmanuel became ruler of the Kingdom of Italy
F. Rome joined the Kingdom of Italy
G. Italy was divided into several states
H. all of northern Italy except Venetia joined Sardinia

From T. Walter Wallbank, *History and Life*, Activities Book (Glenview, Ill.: Scott, Foresman and Company, 1982), p. 100.

Summary of Unification

The two center columns of the chart below include the dates of major events affecting the unification of either Italy or Germany or both countries. After reviewing your notes or consulting a textbook, complete the table to show the growth in Italian and German unification.

Italy	Date	Date	Germany
Nationalism grows in opposition to Napoleon	1805-1815	1805-1815	Number of German states reduced by Napoleon
Young Italy formed	1831	1831	Zollverein formed
	1848		
		1849	
	1855		
	1859		
	1860		
	1861		
		1862	
		1864	
	1866	1866	
		1867	
	1870	1870	
		1871	

From New York State Educational Department, *Teaching World History* (Albany, N.Y.: New York State Education Department, 1966), p. 136.

Unification of Indonesia: A Role Play

HOW TO CREATE THE NATION OF INDONESIA A Role Play

During the next few days you will pretend to be various individuals who were involved in setting up the Indonesian nation. First, you will read and talk about background information on the history, geography, and culture of the area known today as Indonesia. Then you will discuss a situation that might have occurred in 1944, during World War II. This will be a secret meeting on the island of Java among various people anxious to establish a separate nation in the East Indies. The eight individuals involved will be faced with hard choices—what things they ought to do to create Indonesia.

The eight individuals who will attend the meeting are fictional, but they represent the sort of people who actually participated in the Indonesian nationalist movement. They are:

Role A	*the head of a village on the island of Sumatra*
Role B	*a noble from the island of Java*
Role C	*a woman teacher from the island of Celebes (Sulawesi)*
Role D	*a scholar of Islamic law from West Java*
Role E	*a communist student from the university in Djakarta*
Role F	*a liberal lawyer from the island of Bali*
Role G	*an American government agent*
Role H	*a Dutch businessman escaped from a Japanese prison camp*

Procedures

To carry out the role-playing activity:

1. The class will be divided into eight groups.
2. Each group will be given a role and will get a description of the individual they represent.
3. Group members will discuss this information with each other to be sure everyone understands the position and opinions of the individual the group represents.
4. Each group will then study the problems relating to how to build Indonesia. For each problem various solutions will be suggested.
5. You will then discuss with your group what solution the individual you represent would probably choose and why he or she would make that choice.
6. After the group members decide what position they wish to take, you will choose a person to speak for the group on each problem. Be sure each member of the group has a chance to speak on at least one of the problems being considered.
7. The secret meeting of the class will then be called, with either your teacher or a student conducting it. Each group will sit together and may request time to meet privately on its position at any time during the meeting.
8. The meeting leader will introduce each problem in turn, and will ask each group to state the opinion of the individual they represent. After each person has spoken, any of the groups may ask questions or present

counterarguments. After a ten-minute discussion, the meeting leader will call for a vote on each problem, one at a time. A majority vote wins.

9. After a vote has been taken on each problem, the meeting will adjourn. The whole class will then discuss whether the votes indicate that Indonesia could have become a nation at all and, if so, what kind of nation.
10. Finally, you will receive a short description of what actually happened regarding each problem. This will give you an idea of what this meant for the history of the Indonesian nation. The difference between the class's votes and what really happened will then be discussed.

Background Information

The area known today as Indonesia was formerly the Dutch East Indies. The East Indies are a string of islands running from the Malay peninsula to New Guinea. The distance from west to east is about 3,000 miles, the same as from California to New York. There are hundreds of islands in the group. The most important of these are Sumatra, Java, Borneo (now called Kalimantan), the Celebes (now Sulawesi), Bali, the Moluccas, and New Guinea (now called Irian).

Indonesia has a tropical climate, with the temperature averaging about 80 degrees. The main food crop is rice. The natural resources of the islands are unevenly distributed. Sumatra and parts of Borneo are rich in oil, tin, and other minerals. The most extensive rubber plantations are also on Sumatra. Java grows tea and sugar in addition to rice, while the other islands have mainly spices and coconuts.

Although Sumatra and Borneo are the largest and richest islands, almost 70 percent of the people live in Java. Indonesia has more than 100 million people. It is the sixth most populous country in the world. Almost all the languages spoken are related to Malay, but they are all quite different.

The largest city and capital is Djakarta (formerly Batavia), on the island of Java.

Between 80 and 90 percent of the people are Muslim. Those who live on Bali still practice a variant of an old Hindu religion. There is a small but well-educated minority of Christians.

The earliest inhabitants, who were Malay-Polynesian peoples, came under Hindu influence after the first century A.D. Buddhism became important after the 700s. Various Hindu and Buddhist empires flourished until near the end of the 1300s, when the islands fell under control of local rulers and princes. The Islamic religion, brought by traders as early as the 1200s, made great headway in the next two hundred years. By the time Portuguese explorers arrived in the early sixteenth century most of the people had converted to Islam. The Portuguese spread Christianity to some of the eastern islands which Islam had not yet touched.

In the early 1600s the Dutch gained control of the islands. For almost 300 years the Dutch East India Company ruled the area. It set up a monopoly over the production and trade of spices, coffee, tea, and other local products. In the 1800s the Dutch government took control of the Indies and set up a system of government plantations worked by forced native labor. After 1870 the worst features of this system were abolished. Government monopolies were ended, and private enterprise was encouraged.

In the 1920s and 1930s the Dutch government tried to improve social and economic conditions for the Indonesians. It introduced some local self-rule, but by then a strong nationalist movement was underway. The nationalist movement was led by Indonesians who had studied in Europe. The most active nationalist was Sukarno, often called the "George Washington" of Indonesia. In 1942 the Japanese conquered the East Indies. The Dutch living there were imprisoned or put to forced labor. The Japanese tolerated the Indonesian nationalist movement since it was clearly directed against the Dutch.

After World War II the British and Dutch reoccupied major parts of the islands. But the nationalist rebels were able to keep some key areas and to develop an army. After bitter off-and-on fighting against the Dutch from 1946 to 1949, Indonesian independence was proclaimed August 17, 1950. Sukarno became the first president.

Indonesia's Barriers to Nationhood

Problem 1

Should those struggling for Indonesian independence work with the Japanese occupiers of the East Indies? Be neutral toward the Japanese? Or fight actively against Japanese rule?

a. If nationalists work with the Japanese, they will get Japanese help to win their independence. But they also run a number of risks. Japan might dominate Indonesia if the Japanese win the war. Nationalists could lose the support of the many people in Indonesia who resent the Japanese, or who have suffered under Japanese occupation. They could, also, face strong opposition to Indonesian independence from the Western powers, especially the United States, who are now fighting Japan.

b. If nationalists choose a policy of neutrality toward Japan, they will lose Japanese support for independence. It will be harder to organize the independence movement. On the other hand, neutrality might lessen opposition by anti-Japanese Indonesians and the Western powers.

c. If the Indonesian nationalists decide to fight the Japanese, this will endanger the independence movement. Its leaders will probably be arrested. However, struggle against the Japanese might win the active support of many Indonesians and of the Western powers.

What do you vote for?

Problem 2

Should those struggling for independence seek the support of the United States? Be neutral toward the United States? Or struggle against United States' influence and power in Asia?

a. If asked, the United States will probably provide some help. But its assistance may be small at first. The United States probably cannot influence the Netherlands, England, and France, who will oppose independence for Indonesia. Moreover, seeking help from the United States will anger the Japanese occupiers of the East Indies. Finally, many nationalists and communists will lose faith in the independence movement. They believe that seeking aid from the United States is not good. It will turn Indonesia into a colony of American imperialism and big business, even if independence is gained.

b. If a policy of neutrality toward the United States is chosen, the chance of American support and assistance will probably be lost. On the other hand such a policy would help lessen the opposition of the Japanese rulers. Also, certain nationalists and communists would be less suspicious that Americans might control the independence movement.

c. If the Indonesian nationalists decide to struggle against the United States, this will please the Japanese and some nationalists and communists. But if the Japanese are defeated in the war, the Indonesian independence movement would be opposed by the European nations and the United States.

What do you vote for?

Problem 3 (See map)

Should the new nation include all the territories of the Dutch East Indies, including West New Guinea? Should the nation include all territories of the Indies? This will mean all the islands between the Malay Peninsula and the Philippines—including northern Borneo, Timor, and the Sulu Islands, which the Dutch did not rule. Or should the nation include only those areas having peoples with similar language, culture, and religion—such as Sumatra, Java, and a few parts of southern Borneo?

a. If the new nation includes all the Dutch East Indies, that will be the most convenient solution. It can keep the same geographic boundaries. It can keep the same patterns of trade and business. It can use the same government structure. But it will have artificial colonial boundaries and peoples who have little in common. Also, it will make a huge nation with regions unequal in resources and wealth. Unity, economic well-being, and good government will be hard to achieve.

b. If the new nation includes all the islands between the Malay Peninsula and the Philippines, it will have geographic unity and a strong strategic position. But it will have the disadvantages described in *a*.

c. If the new nation includes only Java, Sumatra, and parts of southern Borneo, it will be smaller. Its peoples will be almost all Muslim, and will have similar languages and cultures. It will be easier to govern. Its economy will be strong since the raw materials of Sumatra, such as rubber and tin, can be sold to help buy the goods and factories Java needs. On the other hand, the new nation will be surrounded by hostile areas still under colonial rule. It will also mean leaving many peoples living in the Indies outside of the new nation.

What do you vote for?

Problem 4

Should the official language of the new nation be *Javanese*, the language spoken by about two-thirds of the population? Or should it be *Dutch*, the language learned by all educated Indonesians before 1944? Or should the new nation create a new language of its own?

a. If Javanese is adopted, the majority of people can use their native language. For many others, learning Javanese will be learning a language related to their native tongue. Only a few people will be learning an entirely foreign language. But this will mean that Java will dominate the culture and government of the new nation. Many other peoples might feel slighted.

b. If Dutch is used, Indonesians already educated will have no difficulty. New generations can learn Dutch if schooling is improved. But Dutch is a foreign language. Worst of all, it is the language of a people whom many Indonesians hate. Most Indonesians will rebel against learning Dutch.

c. If a new language is created, no group can feel either favored or slighted. Everyone will have the same opportunity to learn the new language. It will build up a sense of unity in the new nation. At the same time a new language will be artificial. People will feel strange speaking it. It will be a foreign language for every citizen. Also a new language will have a limited vocabulary and range of expression, at least in the beginning. There will be no books and no literary or scientific tradition in a new language.

What do you vote for?

Student Roles

Role A The Head of a Village on the Island of Sumatra

Your name is Abdul Rahman. You are a man in your early 40s. You lead a crew on a rubber plantation owned and run before the war by a Dutch company. The Japanese seized the plantation in 1941, and they still operate it. You work for them, but reluctantly, since your brother was killed by the Japanese in 1942. As bosses of the plantation, however, the Japanese seem little different from the Dutch. They, too, pay little and treat the Sumatran workers badly.

You never went to school. You learned to read and write the local language with the help of a local Islamic scholar. You understand a little Dutch and Javanese, but cannot really communicate much in either of these languages.

Until the late 1930s you never traveled more than 25 miles from the village where you were born. But you had been elected a leader of the village a number of times. When students from Medan came to the village to talk about setting up a state for your own people, you became interested. Eventually you joined the nationalist movement and began to travel to other villages in Sumatra. Finally you were chosen to attend a meeting on Java to discuss what should be done next.

Role B A Noble from the Island of Java

Your name is Sultan Bowono. You are 33 years old. You come from one of the oldest families in central Java. Taught by a private tutor, you then went to a Dutch high school, and for one year you attended a university in the Netherlands. On the way home you visited the United States and were much impressed. You speak Javanese, Dutch, German, and a little English. You believe that life should be better for the Javanese people, but you have no specific ideas about what social or economic reforms are needed.

Your ancestors were important officials in the great Hindu kingdoms in Java six hundred years ago. You enjoy Javanese dancing and woodcarving in traditional styles.

Although you never had a full-time job before the war, you did serve as an administrative official for the Dutch. You didn't really like the Dutch. You believed that working through them was the only way at the time to better the life of your people. You traveled a good deal then among the other islands of the East Indies. You saw many different peoples and cultures. When the Japanese came, they arrested you. After a few months they released you. Since then you have lived in your palace with a small allowance from the Japanese. But you have as little to do with them as possible.

In 1942 an old school friend, Sukarno, contacted you about joining the nationalist movement. You were interested, but have done nothing active about it. You have read and listened. Now you have been invited to a secret meeting on Java to decide what should be done.

Role C A Woman Teacher from the Island of Celebes (Sulawesi)

Your name is Jane Logong. You are 27 years old. You attended a local missionary school run by Dutch nuns. Then you studied at a teacher-training school on Java. You spent a year in Manila and acquired a little knowledge of Spanish and English. You speak your local language best, however. You know Dutch fairly well and a little Javanese. You teach in both Dutch and your local language.

Before the war your school was supported by the Dutch government. The school was given little money, and the Dutch officials were always telling you what to teach. When you and other teachers wanted to complain or get anything changed, your requests had to be sent to the Dutch capital at Batavia. Usually nothing happened, even after repeated requests and long waits. When the Japanese came, little was changed. Your school received even less money and attention, but you could continue to teach.

You have no strong political views. Yet you believe a free and democratic government is best. When you were at the teacher-training school, you met other students who insisted nothing could be improved until the Dutch were thrown out of the Indies. You became convinced this was true. When you returned to Celebes, you formed a small group dedicated to independence. As leader of that group you have now been invited to attend a secret meeting on Java to plan the next steps of the nationalist movement.

Role D A Scholar of Islamic Law from West Java

Your name is Sudono. Like many Javanese you have only one name. But you are also an *ulama*, or Muslim scholar. You are in your late 40s. You attended Dutch elementary school, but also studied Islamic law privately with your father's friend. In addition to Javanese, you know Dutch and Arabic well. You have traveled abroad, making the pilgrimage to Mecca required of good Muslims. On your way back you stopped in Malaya to meet other Muslim scholars there.

You own a small shop inherited from your father. Most of your time is spent studying and teaching younger Muslim scholars and students. You believe

Islamic principles are the only sensible foundation for a society. You are against the efforts of Christian missionaries to open schools and hospitals on Java. For this activity you were arrested by the Dutch authorities and imprisoned for six months in 1937.

When the Japanese came, you continued to teach. Several of your students were arrested and forced to work in the tin mines in Sumatra. You protested to the Japanese, but they told you to be quiet or you would be arrested too.

For some years you and a few other Islamic scholars in West Java have discussed how impossible it is to lead a good life under Dutch rule. By the end of the 1930s you were convinced that the best thing for Muslims in the East Indies to do was to rebel against the Dutch and establish a new state. As a result of your trying to persuade your friends that this was true, you joined the nationalist movement. You have now been asked to attend a meeting to shape policy for the future.

Role E A Woman Communist Student from the University in Djakarta

Your name is Fata Hartini. You come from East Java and are 23 years old. You attended a Dutch high school before the war. In 1940 you were one of a handful of "natives" admitted to the university in the capital city. Your native language is Javanese, but you know Dutch well and can read English a little.

Your father was the manager of a sugar plantation owned by a large Dutch firm. He had served faithfully for over 20 years. In 1939 he lost an arm in an accident on the plantation. The Dutch owners immediately fired him and gave him almost nothing for retirement. You were able to go to the university only because of your father's savings and because his friends helped you.

In high school you began reading Karl Marx and other socialist authors. You kept this secret from the Dutch teachers and your own family. When you arrived at the university you met others who were interested in Marxism. Most of that group became devoted Marxists and joined the underground Communist party of the East Indies. You gave up your Islamic faith and urged equality for all people living in the East Indies. You believe that the only hope is to end Dutch rule after the war and set up a new state. Thus, you joined the nationalist movement. Now you are to attend a secret meeting to decide what the movement should do next.

Role F A Liberal Lawyer from the Island of Bali

Your name is Hari Pasar. You are 36 years old. You grew up on the island of Bali and are the son of the vice-governor of the island. You were granted a fellowship by the Dutch government to attend a university in Holland to study law. When you returned, you married a Dutch girl and worked for the government in Bali. But neither the Dutch nor the Balinese approved of your marriage. Both groups snubbed you and your wife. You felt that the Balinese people as a whole were being neglected by the colonial government. The Dutch tended to favor the people on the larger islands, like Java and Sumatra.

When the Japanese came, you were forced to work as a laborer building military roads on Java. Later you were moved to a bookkeeper's job. But you determined to rid the East Indies of both Japanese and Dutch rule and to set up an independent country.

You know the Balinese, Javanese, and Dutch languages well. You have tried to learn English. When you were in Europe you were impressed by the system of representative government practiced in England and in the United States. You believe this would be a good system to try in the East Indies.

Role G An Agent of the United States Government

Your name is Bill Taylor and you are 31 years old. During World War II you were trained as a secret agent of the O.S.S. (Office of Strategic Services), and sent to Java. Your special interest is Southeast Asia, especially Malaya and the East Indies. You know Malay, Javanese, and a little Dutch.

Your mission is to shorten World War II in the Pacific by encouraging resistance to the Japanese. You have studied the views of the leaders of the Indonesian nationalist movement. You think there is a chance they may develop enough strength to have some success. Helping the nationalists raises a problem for you. You know the Dutch government wants to keep control of the East Indies after the war. Since the Dutch will undoubtedly be allies of the United States in Europe after the war, you must be careful. You don't think you should encourage the nationalists in the East Indies to set up an independent state against Dutch wishes. Yet you know that if you are to persuade the nationalists to work for the United States against the Japanese, you must agree to their plans for a new nation. In fact, you will have to vote on the problems involved in founding the new state. Otherwise your friends on Java will not trust you. Thus, you come to the secret meeting on Java with mixed feelings and a difficult job to do.

Role H A Dutch Businessman Escaped from a Japanese Prison Camp

Your name is Het van der Mook and you are 42 years old. You were born in Holland. Your family came to the East Indies when you were only six years old. You grew up on Java, went to a Dutch high school there, and then studied at a university in the Netherlands. After returning to Java, you became the manager of one of the largest shipping companies in the East Indies. You speak Dutch, Javanese, and English.

When the Japanese came, you were arrested and spent three years in a prison camp. Six months ago you escaped with the help of some friends in the Indonesian nationalist movement.

You know that the Dutch government hopes to keep control of the East Indies after the war. But before the war, you became convinced that some day the people there should rule themselves. The period after the war seems a good time to make that change. You think that if the Dutch try to remain by force, they will be thrown out. You feel the Dutch should cooperate with the Indonesian nationalists. In that way, Dutch cultural and economic influence will remain, even if the people of the East Indies gain political independence.

Your sympathy for the nationalist cause became known to leaders of the movement. This is why they helped you escape from prison camp. Now they have asked you to attend a secret meeting to help them plan what to do next.

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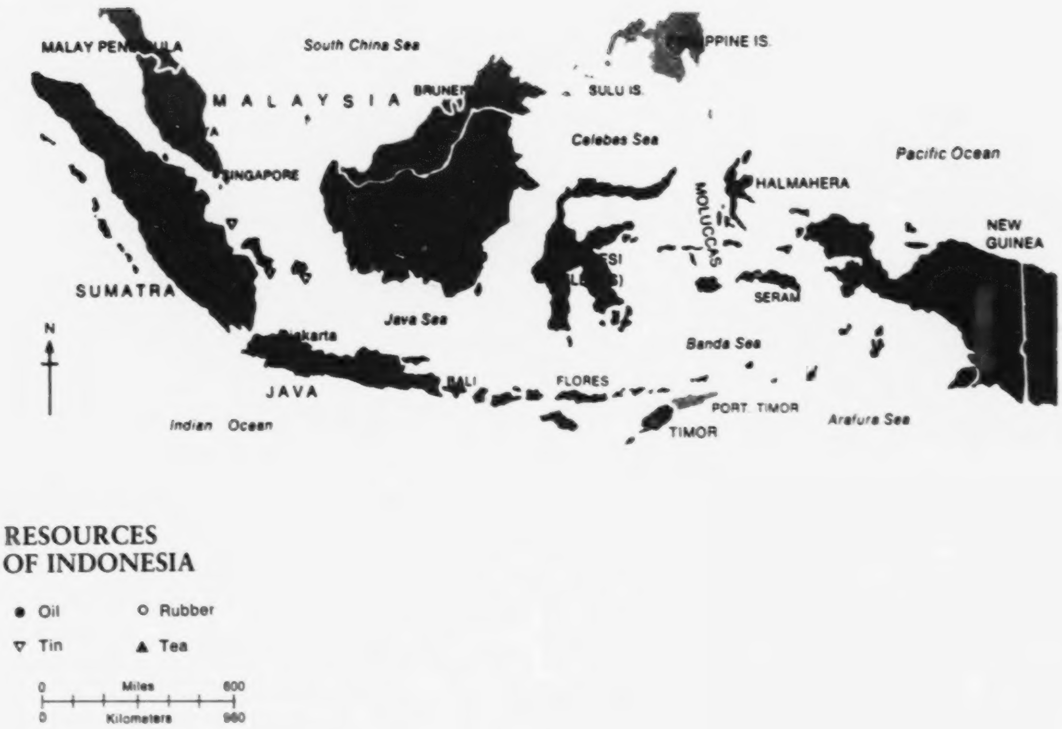
Indonesia: Map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TIMOR
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0 Kilometers 960

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Unification of Indonesia: Decisions

DECISIONS ACTUALLY TAKEN BY INDONESIAN NATIONALISTS TO CREATE INDONESIA

Though no specific meeting really took place, between 1944 and 1949, the leaders of the Indonesian nationalist movement did try to resolve all the questions you have wrestled with. Here are the answers they reached.

1. The Indonesian nationalists decided to work with the Japanese. They took a chance that the Japanese would be defeated—which they were. Generally, this decision helped the movement since the Japanese supported the nationalists. They probably could not have been as strong and well-organized as they were in 1945 without Japanese help. To be sure, the United States was unhappy that the nationalists worked with the Japanese, but it does not seem to have changed United States policy toward Indonesia after 1946. The British and Dutch were angry, but they would have opposed the Indonesian nationalist movement anyway.
2. The Indonesian nationalists sought United States aid and support. They had to keep this secret during the war. Beginning in 1945 they wanted very much to receive help from the United States. Many people from the United States supported and helped the Indonesians on a personal basis. Official United States policy was at first neutral because we did not want to offend our allies in Europe. But after 1947, the United States government decided to support the Indonesian nationalists. This support was important in getting the United Nations to recognize Indonesian independence in 1949.
3. The Indonesian nationalists decided to include all the territories of the old Dutch East Indies. The Dutch resisted and fought the Indonesians from 1946 to 1949. The Indonesians held large territories on Java and Sumatra, while the Dutch were strong in the outer islands. The Indonesians won in 1949 and received all of the East Indies except West New Guinea. That remained under Dutch control until 1962, when the Indonesians began to rule it under United Nations supervision. The people of West New Guinea voted in 1969 to join Indonesia.
4. The Indonesian nationalists decided Dutch was disliked by most people and Javanese would be resented by all those for whom it was not a native language. So they created an artificial language, *Bahasa Indonesia*. It is based on a dialect of Malay spoken in trading and marketplaces throughout the area from Malaya to the Philippines.

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